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Success of Interdisciplinary studies difficult

Tacoma, Wash.-(I.P.)- Interdisciplinary studies programs have not been uncommon in recent years, but the success of such programs often has been. Paul Von Blum, a teacher in the division of interdisciplinary and general studies at the University of

California, says: "These programs may cause considerable stress to large numbers of professors because they imply that concentration on academic specialties is educationally insufficient. Consciously or not, the broader scope of well-conceived in-

terdisciplinarity may be perceived as a challenge to the basic pattern and objectives of a professor's life."

In fact, Von Blum holds out little hope for interdisciplinary education as long as it continues to place burdens of insecurity on faculty members courageous

enough to become involved.

Dr. William O. Rieke, president of Pacific Lutheran University, is eager to foster such courses, however, and has urged the faculty to continue in their innovation. In his words, "Providing an exciting alternative to the usual core curriculum could be

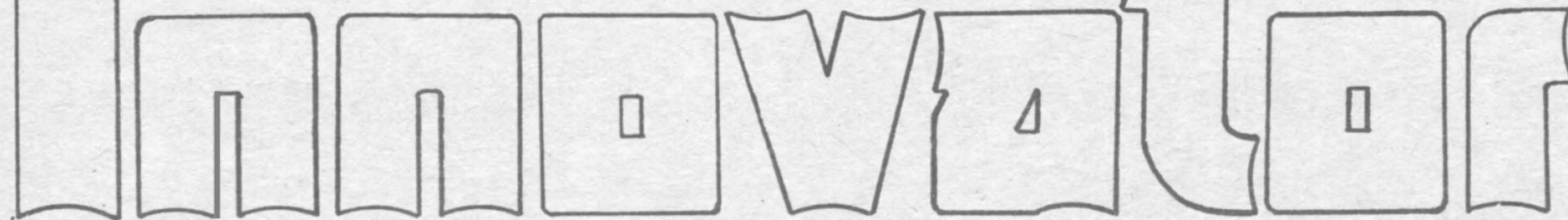
one important means of responding to current criticisms of traditional liberal arts training."

The key to the success of the thrust to date here has been the degree to which faculty members have responded to the "faculty development" aspect of the new

Continued on page 2

Governors State University

Aug. 30, 1976 Vol. 4, No. 43



Governor's State Designated University of Monumental Art

The designation of Governors State University as "A University Center of Monumental Art" has been approved by the Illinois Board of Governors of State Colleges and Universities.

"The Sculptor, the Campus, and the Prairie" celebration feature works by seven of America's sculptors: Mark di Suvero, John Henry, Richard Hunt, Jerald Jacquard, John Payne, Jerry Peart, and Edvins Strautmanis.

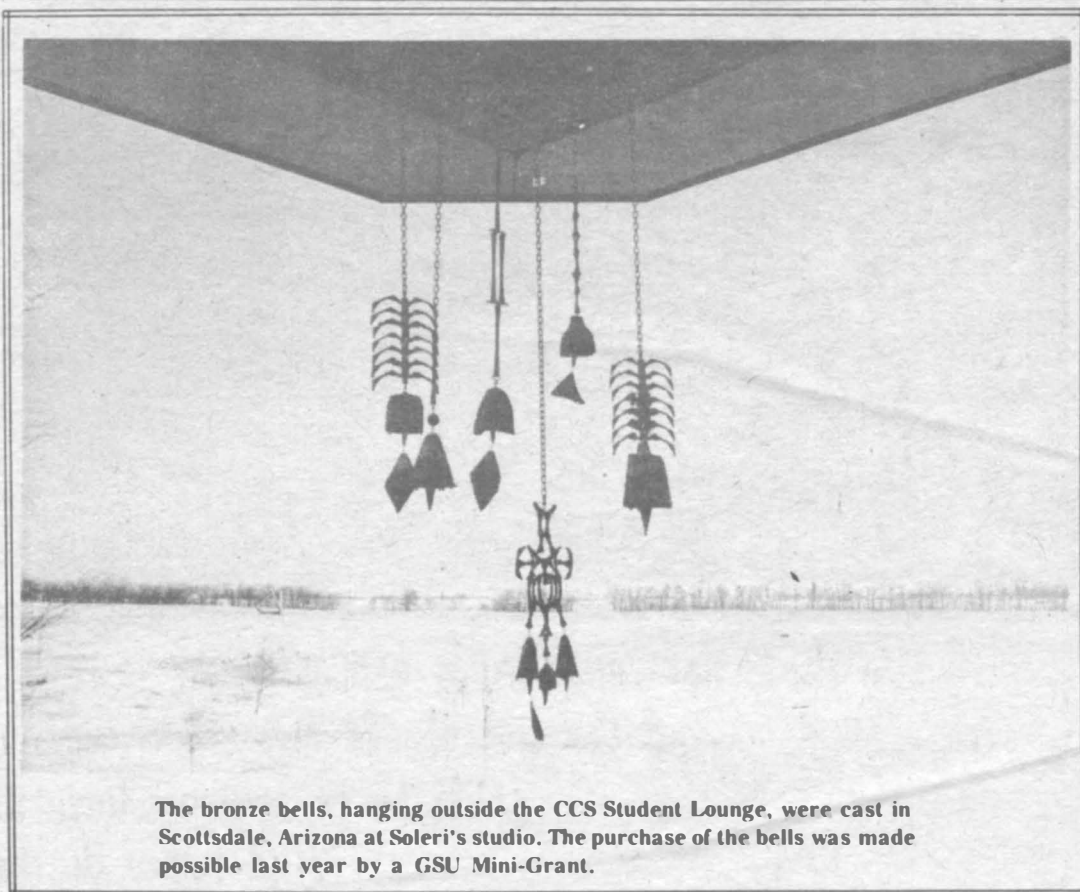
Henry's giant "Illinois Landscape #5," commissioned by Governors State University with

America" by the College Art Association of America for the last two years.

"For Lady Day" has been on display in Chicago's Grant park and New York's Museum of Modern Art.

Strautmanis' "Phoenix" was originally in the patio of the Cornell Arms apartment complex in Hyde Park, Chicago.

Hunt has crafted a model called "Interaction," which the university plans to commission for display near its main entrance. Hunt, who has taught and lectured at the university, con-



The bronze bells, hanging outside the CCS Student Lounge, were cast in Scottsdale, Arizona at Soleri's studio. The purchase of the bells was made possible last year by a GSU Mini-Grant.



Phoenix

Among 10 works in the monumental sculpture celebration August 20 at Governors State University is "Phoenix," above, by Edvins Strautmanis. Sited on the western edge of the drainage basin the work was originally in the patio of the Cornell Arms apartment complex in Hyde

Park, Chicago. When the building's owners decided that the piece was too large for the property and offered it to any interested party, President William E. Engbretson of GSU claimed it for the university. United States Steel corporation moved the Strautmanis sculpture to the university.

the help of a grant from the National Endowment for the Arts, is the largest piece of metal sculpture by a contemporary American artist.

di Suvero's "For Lady Day" and "Prairie Chimes" were created in the late 1960's on what has become university property.

"Prairie Chimes," inspired by the rolling terrain of the campus, is on public exhibit for the first time.

di Suvero has been named "the most contributing sculptor in

ceptualized the piece after the university's logo and took its title from his impression of the Governors State experience.

In honor of founding President William E. Engbretson, GSU students have established a \$1,000 scholarship fund in monumental sculpture, one of his principal interests.

Sculpture by four Illinois artists has been acquired by Governors State University through the Illinois Arts council's new permanent collection program.

Gorp for Camping Backpacking or Biking

If you're going to do some camping or backpacking, or just spend a weekend off campus, food will be a major consideration in planning.

Foods such as raisins, nuts, crackers, canned soups and stews, sardines, packages of low-

fat dry milk, apples and oranges are a good bet. These foods are portable and pack well, lightweight, easy to carry, and non-perishable...and they don't require a lot of fancy cooking.

For a great snack, a combination of several of these foods

makes GORP. Originally GORP meant "good ol' raisins and peanuts," but the basic GORP has endless variations.

Here are several GORP combinations you might try:

Hiking GORP: 1 cup raisins, 1 cup peanuts,

1/2 cup candy-coated chocolates

Biker's GORP: 1 cup raisins, a cup natural cereal,

1/2 cup sunflower nuts

Olympic GORP: 1 cup raisins,

1/2 cup shredded coconut,

Just combine the ingredients and throw them in a plastic bag or container.

Raisins in snack boxes or packs also are an ideal portable, lightweight snack food. Last summer Olympic athletes in Montreal knew the value of raisins as a snack. Sixty-eight thousand raisin snack packs were sent to the Olympic foodservice operation for use in box lunches and on a cold buffet table. In fact, raisins were designated the official snack food of the 1976 Summer Games.

Raisins, which have a high carbohydrate content, giving you fuel for energy, also contain important minerals and vitamins including iron, potassium and certain B vitamins.

Marijuana Smoke Slowly Engulfing the Country

(CPS)—Jack Ford is not the only one helping to remove the stigma from marijuana smoking. Slowly but steadily, legislation which would decriminalize the weed is gaining wider support.

The ultra-conservative Oakland, California Tribune became the country's first major newspaper to endorse the complete legalization of marijuana. In addition, the Board of Governors of the California Bar Association agreed to support decriminalization in that state. California has already drastically reduced pot penalties, but the bar association's proposal goes one step further. It would remove all penalties for cultivation or possession of marijuana.

Minnesota has become the

most recent state to decriminalize grass. The new legislation reduces the penalty for simple possession from the status of a misdemeanor to that of a petty misdemeanor punishable by a maximum fine of \$100, and enrollment in a drug treatment program at the judge's discretion. Under the new Minnesota law, no records will be kept for offenders.

Minnesota joins Alaska, California, Colorado, Ohio and Maine as states which have decriminalized marijuana. The South Dakota legislature has approved a revised criminal code that would reduce the charge for simple possession of less than half an ounce of marijuana to a petty misdemeanor, with a fine not exceeding \$25.



The Innovator isn't the only one with spelling problems as can be seen on one of the cakes baked for Engretson's student sponsored send off party two weeks ago.

University without walls Orientation September 18

Persons interested in the University Without Walls B.A. degree program of Governors State University are urged to attend the first orientation session. The orientation will be Saturday, September 18, from 9 a.m. to noon in the William E. Engbretson community conference center at the university. Applications or further information may be obtained from the director, Robert Press, at GSU, telephone 312/534-5000.

Ralph J. Winston will be acting dean of the College of Business and Public Service at Governors State University effective September 1. Dr. Winston will succeed Dr. Ruben V. Austin, who has been invited to accept a distinguished visiting professorship at the University of South Carolina in the College Business Administration.

GSU Community Brass Quintet will Perform Sept. 16, here

The G.S.U. Community Brass Quintet will perform a concert at G.S.U. on Thursday, September 16, 1976 at 7:30 p.m. in the recital hall. Featured will be works by Bach, Handel, and Dr. Warrick Carters' Piano Piece #1 played by Erna Salm. Admission is free.

Individualized Experimental approach in University without walls program

Sharon Wallace

PARK FOREST SOUTH, Ill.—Applications are available for the University Without Walls B.A. degree program of Governors State University.

Applications or further information may be obtained from the director, Robert Press, at GSU, telephone 312/534-5000. A brochure will be available soon.

The first orientation session is scheduled for Saturday, September 18, from 9 a.m. to noon in the William E. Engbretson community conference center at the university.

Characterized by an individualized experiential approach, the University Without Walls program combines a competency-based liberal arts core with a major area of specialization.

Personal degree plans are developed and maintained through a unique learning system that includes admissions and advising teams, graduation and advisory boards.

No courses are offered. Instead, access to multi-learning

opportunities are provided, facilitating learning wherever, whenever, however it takes place. This is accomplished through: intensive personalized advising, resource identification, assessment of prior and current learning, evaluation and record-keeping.

The UWW program provides an alternative system of attaining a B.A. degree that fits individual needs.

Professor Press' responsibilities include development and coordination of the UWW program and utilization of the experience of several UWW units already functioning. Also included are adaptation of the goals of UWW to the overall objectives of Governors State University, while considering the special cultural, occupational, and situational needs of the students and the communities served by GSU.

The Union for Experimenting Colleges and Universities, headquartered at Yellow Springs, Ohio, and the University

Without Walls have received national recognition and acceptance. Governors State University became the 30th member of the Union in 1974. Member institutions are public and private, large and small, predominantly white, and predominantly non-white across the country. The Union for Experimenting Colleges and Universities was first established in 1964 as a research and experimentation group of small colleges.

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Front & back cover design information from GSU pamphlets

Interdisciplinary Studies

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Integrated Studies Program. "It's really a struggle for faculty so disciplined in a certain direction," admitted Dr. Randolph Bohannon, a biology professor. "Their whole value system gets a jolt."

"This package could not be offered without faculty training," explains Dr. Curtis Huber, professor of philosophy and director of the program. They're working hard because they know that in addition to the teaching aspect, they have to achieve a level of professional communication with their colleagues."

Extensive evaluation to determine reasons for the promise shown by the initial interdisciplinary courses last semester have been made. From the student point of view there

are two predominant conclusions:

(1) they become aware of the many sides of an issue. They rapidly achieve a mature perspective through which they see that there isn't such a black-white answer to everything, and (2) overwhelmingly (4.6 on a 5.0 scale) the students find it more intellectually interesting, challenging and stimulating than the routine acquisition of data typical of a traditional course.

Reaction of the 45 students enrolled in the program during fall semester has been "amazingly good," according to Bohannon. "It's extremely interesting, like nothing I've ever dealt with before," a student indicated, "but it's also a lot of work."

The Innovator

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G.S.U. BOOKSTORE

Editorial

Most of all this fall, the community welcomes all new and old students alike to GSU. We are here in hopes of showing you that we want you here, in fact, that we need you here, in order to fulfill our mission, that is, you.

We also want to welcome our new president, Leo Goodman Malamuth, and wish him the best of luck with the GSU challenge.

Governor's State is "state of the art" education — the best educators have to offer. GSU is also unique in its consideration of students on a humanistic level. Much work is being expended to this effort.

State of the art education is new education in a new age. Traditionally, education centered on the intellectual aspects of knowledge, but science has shown the seat of knowledge is in the inside or intuitive mind. Which, potentially, is in synthesis with the outside or intellectual mind.

To think is not, necessarily, to know.

Education in its true sense depends on much more than the memorization of facts accumulated in the past. The ability to use those facts in the present has been recognized as an important aspect of education. "We teach how, not, necessarily, what."

"The true education," in the words of Alice A. Bailly, "is consequently by the science of linking up the integral parts of man, and also of linking him up in turn with his immediate environment and then with the greater whole in which he has to play his part."

GSU's competency based inter-disciplinary programs are designed to meet these objectives. In such a program the whole individual is taken into consideration and developed to a degree of competency never before achieved with traditional intellectual education.

GSU is the idealistic dream of many thousands of academicians.

On the humanistic level, GSU has gone through considerable change. Some of this change has been in the wrong direction. Whether this direction is reversed or not depends on you, the GSU student.

Student participation in essentially a participatory governance system is called for now more than ever.

A major flaw in "the system" is the lack of student participants on the various committees of the University Assembly and other areas of concern.

This lack of interest can have disastrous results - for example, the constitution committee of the University Assembly, charged with the responsibility of drafting a constitution (the proposed constitution, written to replace the present one, was rejected in a general election by the community last summer) has been unable to do so simply because no students have signed up to help.

Education at GSU differs from the traditional in that the focus is on the individual rather than on the blackboard, so to speak.

This translates to an individualized learning experience fitted to suit the differences among students.

This also translates to an individualized commitment on the part of everyone - but especially the serious student at GSU.

Work is what makes competency work! A total commitment to the learning process, part of the time, is an integral part of the learning experience.

Traditionally, students only had to attend class to earn credits. At GSU, active participation in the work is what competency based education is all about.

There are many avenues the student may take in executing "his thing." The opportunity to do something is designed into the system. Practical application of learned skills is one way to grow. The failure to function on this level is simply failure, at GSU.

Graduation, in the real sense, occurs when the student can and does assume his role in society. Be it at GSU or elsewhere.

This is what GSU has to offer. What we do with it is your choice. If we choose to fail, then GSU will fail too. This is almost a truism. If we choose to succeed, then success will be ours.

The best to all of you and good luck with the GSU experience.



Open letter to the Students of Governors State University

Dear Students:

After reading the August 16 issue of the *Innovator*, I believe I must take this opportunity to more accurately inform you about a number of recent personnel actions. It is especially important that this be done since the *Innovator* is the major source of information for many of our students; however, there were so many inaccuracies in the last issue that I can deal only with a few.

The overall impact of a number of stories was to imply or even to state explicitly that upon my leaving I am firing faculty and administrators, "...in a deliberate design to get rid of any opposition or contrary opinions..." I am bound by professional ethics, the law, and common courtesy not to discuss in a public forum the specific reasons for the actions taken, but I do wish to assure the students that for each action there was sufficient reason and cause to act. In the case of the faculty members in the College of Cultural Studies, the recommendations for non-retention were made by the Faculty Affairs Committee and supported by the Dean of the College and the Acting Vice President for Academic Affairs. Furthermore, I am quite convinced that there was no breach of academic freedom.

In the case of administrators, I wish it to be clearly understood that Dean Ruben Austin's decision to resign was completely his own. He was offered a one-year appointment as a visiting professor in an endowed chair at the University of South Carolina and decided that upon his return he would prefer to hold a full-time teaching position. His contributions over the past six years as Dean of the College of Business and Public Service have been greatly appreciated. Dr. Layzell has been tentatively offered a position with the Board of Governors, and has decided to accept it if it is formally made in late fall. This is a promotion for Dr. Layzell, and his service to the University has been outstanding, as it will continue to be in his new BOG responsibility, not only for GSU but for our sister institutions as well. Dr. Piucci will remain as University Vice President for Research and Innovation and R. Curtis will continue at the vice presidential level as Executive Associate. There are two Acting Vice Presidents, Dr. Ted Andrews and Dr. Charles Mosley. Only three administrators have received terminal contracts and two of those will remain at GSU for an additional year in non-administrative positions.

There has been no mass house cleaning by me upon my exit from the University. There have been some terminations of people who were not performing

"A pox on your childish sulking..."

I have seen about six issues of the *Innovator*, each time hoping that maybe this time it wouldn't be as bad as the last one. But it keeps being just as bad if not worse. I am positively embarrassed to be associated with an institution that can't put out an intelligent newspaper. Even worse than its grammar, spelling and punctuation, which would not meet high school freshman standards, is your using it as a bulletin board for contentious factions with the university. There may be a need for a place to air all this vituperation, but the university newspaper is not the right place.

Believe it or not, there is much that is good and positive and creative going on at G.S.U., but one would hardly know it by reading the *Innovator*. We have gifted, scholarly instructors inspiring those students who are eager to learn. There are students finishing here and going out to make real contributions to their communities. There is all kinds of potential for

adequately in their jobs. I believe their poor performance can be documented. Other faculty and administrators have received specific recommendations for improvement in their jobs and if I believe persons are not performing adequately, then I have an obligation to point out those deficiencies.

Each of these personnel actions was taken upon the recommendation of responsible University officials and in the best interests of the students and the University. One could easily get the impression from the August 16 issue of the *Innovator* that dire things have indeed been occurring. Let me assure you that is not the case.

I am devoted to this University and its ideals, both now and in the future. Indeed, I am the author of much that we embrace. I am convinced that the recent personnel actions, and there have been but seven, (four professors and three administrators out of 219 professional personnel), are in the best interests of you and of the University.

Of 500 University employees, seven are being non-retained. Of 145 minority employees, four are being non-retained. GSU has had, has now, and I trust will continue to have in the future the best Affirmative Action/Equal Opportunity record of accomplishments of any senior institution in the nation (excepting those historically predominately minority institutions) that can compare favorably to our accomplishments insofar as we know.

It will take all our continuing cooperative efforts to enhance our goals. On the other hand, I, or any other leader, would be remiss in our responsibilities if demonstrated incompetence — regardless of the person's sex, race, or creed — were permitted to continue.

I thank you all for your dedication to our University and urge you to work hard to attain your goals as well as those of GSU.

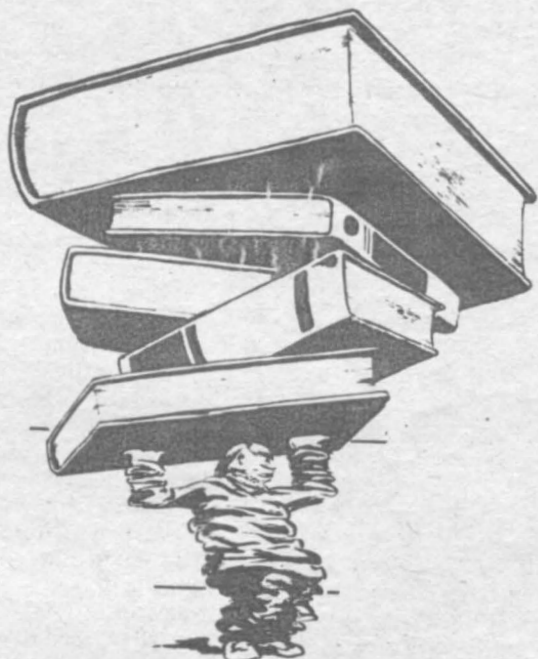
William E. Engbretson

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I thank you all for your dedication to our University and urge you to work hard to attain your goals as well as those of GSU.

William E. Engbretson



GOVERNORS STATE UNIVERSITY



Governors State University is an experimenting upper-division and graduate university. It is based on a new concept in Higher education—the open university—and is being developed on a new campus located in Park Forest South, Illinois. It is being planned to meet tomorrow's demands, and it is not bound by tradition. Traditional approaches to education are taken only when they can be shown to be valid in meeting the problems of the future. Thus, the University is an educational model as new in function and design as it is in concept.

Governors State University strives to be a future-oriented, service-minded institution constantly

seeking academic excellence. It explores new dimensions and seeks unique solutions to the concerns of society and higher education, is developing and evaluating innovative programs, keyed to the rapidly changing career demands of our technological society. It is an experimenting institution. Because of the primary metropolitan population area it serves and the characteristics of the junior colleges in the area, the need to be provoking, innovative and unique creates a challenging and exciting situation charged with serious responsibilities for staff, students and indeed the community.

THE UNIVERSITY MISSION, OBJECTIVES AND CHARACTERISTICS

A. MISSION

In its educational services to the people of the State of Illinois, Governors State University functions within the parameters prescribed by the State and is governed by the Board of Governors of State Colleges and Universities.

Governors State University is to be a future-oriented, service-minded institution constantly seeking academic excellence. It will explore new dimensions and seek unique solutions to the concerns of society and higher education; develop and evaluate innovative programs keyed to the rapidly changing career demands of our technological society; and will be, in effect, an experimenting institution. Because of the primary urban/suburban population area it will serve and the characteristics of students of the junior colleges in the area, the need to be provoking, innovative, and unique creates a challenging and exciting situation charged with serious responsibilities. The need for academic excellence relevant to community service and future-oriented utilitarian programs demands an institution that will be open, humane, and efficient.

As an open university, it will be perceived by students, faculty, administration, and the general community as their responsible agency for the identification and resolution of their educational needs. Part of this responsibility is assured by the distribution of decision-making and policy-recommending authority throughout the University so that each person affected may have a direct or representative voice in these processes. In addition, openness is assured through the maintenance of flexible, operational administrative/academic structures that enhance the University's involvement in new and pressing social issues. Finally, openness reflects programmatically in the continuous processes of curriculum appraisal with respect to its relevancy to mankind's deepest concerns.

As a humane University, its programs will be developed in a manner that mitigates against depersonalization and dehumanization frequently characterizing contemporary institutional life. It will develop, maintain, and enhance the humanistic, artistic, and esthetic aspects of education within the limits imposed by quantification and budgeting. The learning environment of Governors State University will reflect a deep, abiding, and pervasive concern for unique individual human beings and their inter-relationships with others in the most technologically complex society mankind has yet evolved.

Governors State University will be a model of efficiency in individualized learning, group learning, in program planning and budgeting, evaluation techniques, and in demonstrating that a high order of accountability and responsibility can be attained and maintained. All instructional, research and community service systems, and the necessary management and support systems are defined in terms of interrelated objectives consonant with the major goals of the University and its constituencies. Program planned budgets are the basis for a constant systems analysis relating resource allocations to the most direct and functional operational levels. Excellence and efficiency are to be maintained through a major commitment to

research and evaluation on a constant cycle/recycle feedback basis. Every effort is made to institutionalize change processes so that the University will be truly dynamic. The flexibility to initiate programs to answer society's needs and contend with society's problems is being created and protected. Obviously, freedom of inquiry is a prior condition for the true functioning of the University.

The concepts outlined above (open, experimental, flexible, humane, efficient, utilitarian, excellent) undergird the mission of Governors State University. They are the basis for development of an integrated urban/suburban, future-oriented, community service-minded institution. Students are to profit from their University experience in demonstrable ways with experiences related to objectives which, in turn, are directly related to humane values and societal needs.

B. OBJECTIVES

The following action objectives guide the planning, development, and implementation of the instructional, research and community service programs, and internal support systems of Governors State University. The most specific objectives of administrative units within the University are directly related to the action objectives and, thus, to society's needs.

1. Job Efficiency

Every student has a right and responsibility to expect that her/his full engagement in the higher education process will result in the acquisition and/or improvement of marketable skills, attitudes, and values, regardless of whether her/his occupational professional goals are immediate or long-range. Ours is an economic society and the road to participation within it and the power to change and improve it widen through higher education.

2. Functional Citizenship

Every student has a right and responsibility to participate directly, or through representation, in those systematic institutionalized policies and practices which affect her/his life and learning. The University is to provide an environment of participatory democracy that insures the student's full engagement in the University. This provides an opportunity to prepare for functioning in a wider com-

munity and is an expression of the human right to involve one's self in one's own destiny.

3. Intra and Interpersonal Relationships

Every student has a right and responsibility to develop to her/his fullest potential. The sense of individual dignity and worth is to be cultivated by every action of the University. This requires a learning environment which strengthens open, accepting, and understanding human relationships. Since healthy self-concepts evolve in social settings, recognition of an individual's right carries with it the responsibility to recognize and accept the rights of other individuals and groups.

4. Cultural Expansion

Every student has a right and a responsibility to seek an appreciation and use of the fine arts and humanities as a countervailing force to depersonalization and as an expander of the capacity to enjoy and enhance the quality of human life. The students and University serve each other and the community as culture carriers, studying and reflecting the intricacies, problems, joys, and expressions of all cultures and subcultures.

These objectives can best be achieved in a totally integrated University community.

C. CHARACTERISTICS

The primary descriptor of the University's characteristics is Options. The scope of some of those options follows:

1. Insofar as is possible, barriers will be removed. Neither students nor faculty should be constrained by artificial boundaries, such as scholarly disciplines; they will be free to create new areas of study or to specialize. Students and faculty will work in an interdisciplinary fashion in one, two, three, or all four collegiate areas unhampered by departmental constraints.

2. The threat imposed by grades will be removed. Students' records will reflect accomplishments and abilities; they will measure changes effected. Students will be encouraged to work at their pace and toward goals they work out with their faculty colleagues.

3. Faculty and students will be encouraged to work as colleagues. The relationship of faculty to student is best defined as one of mutual participation in the learning process.

4. Within the parameters of the total institution and its colleges, students and faculty will have the opportunity to begin a given investigation and work unit whenever it is appropriate to their goals and convenient to their schedule.

5. The key to success and achievement is motivation and self-direction. The student may alter her/his program if needed in consultation with advisors; hence, it is the student who must set and achieve satisfactory goals that can be approved by her/his student and faculty colleagues—on essentially a flexibly contract basis.

6. Research is encouraged in its broadest sense—methodologic development and evaluation; specialized research; self, peer, and community investigation; and so on. This goal will be facilitated through the University's cooperative education and work-study programs and through the on-site field work that will be relevant for some studies.

7. Emphasis on community relations will be reflected in the nature of cooperative education programs. The cooperative relationships will be real and functional, and every effort will be expended to remove the unnecessary distinction between the "real world" and the University.

8. Societal gains will far outweigh the high-per-student investment of dollars. Interdisciplinary programs in business, science, education, technology, arts, and health will lead to attainment of status as human beings; to acquisition of vocations, avocations, professions, interests and skills; and to the necessary background for further graduate work. Further, continuing education programs will help the University to become integrated within its geographic area.

9. Modes of instruction will emphasize nonlecture situations such as audio-tutorial, colloquy, seminars, etc. Correlatively, a data bank is being developed to help expand the state-of-the-art in information storage and retrieval. Modern video interfaces, computer terminals, and the like will be commonplace in most instructional and research areas. Telecommunications linkages should exist between the community and the institution.

10. A systems view of education is envisioned, perhaps facilitated, by what can best be described as a loose-leaf catalogue.

11. A constant concern for open communications must exist so the University family and its constituencies have multiple channels for participation.

12. Automatic change mechanisms are being planned so as to insure persistent responsiveness to experience, varying perceptions of needs and dynamically altering conditions of life. For example, it is proposed that the initial collegial units split or combine into new units when reaching a finite size of 15000 headcount students. Also, for example, a finite life for courses is proposed.

13. Lastly, and especially in view of both the need for academic freedom for students and professional staff and the experimenting nature of the University and the communities it serves, protections are being built in. It is clear that this proposed educational system is not a panacea for everything and everyone; however, it is available to anyone who has two years of college with a "C" average or an Associate of Arts degree and a commitment to self-improvement.



INNOVATIVE AND EXPERIMENTAL PRACTICES AT GOVERNORS STATE UNIVERSITY

In its Report on New Senior Institutions published in 1968, the Board of Higher Education described the need for a new kind of university, especially adapted to the needs of students coming from junior and community colleges and to which society would look for all kinds of middle management and technological development. In the establishment of Governors State University and Sangamon State University, the Board of Higher Education was recognizing the need for the "liberal arts university" providing programs in the liberal arts and closely related fields, but not emphasizing basic research and discovery of new knowledge. The Report went on to say: "This kind of university is seen as a truly pioneering segment of public education and its mission... is one calling for real educational innovation and for thinking in bold new terms."

Further goals for Governors State University were set as a result of a Delphi-like survey of educational needs and objectives. Some 1200 persons in the Chicago area, in Illinois, and throughout the nation participated in that survey. These successive questionnaires provided indications of what our various publics thought GSU should be and should do as it planned its services to the people of the State of Illinois. In addition, representatives from the community have been closely involved in the development of the instructional program. Each college has its own advisory council which provides input and evaluation of these programs.

As a result of these surveys and input from the community, the staff, and board members, it has been determined that the University should be dedicated to community service, urban-oriented, future-minded, innovative and experimenting, concerned with individual and societal needs and values, flexible and able to attract and serve the educational needs of low- and middle-income youth and adults with particular stress placed upon being of service to minority students.

Much attention was given during the planning year to the development of the instructional delivery system. Currently, instruction is centered within four collegial units—the College of Cultural Studies, Environmental and Applied Sciences, Human Learning and Development, and Business and Public Service. Much of the support for instruction is decentralized within the colleges. Student and evaluation, and cooperative education, though coordinated centrally, are decentralized in the respective Colleges to effect the most direct functional relationships with students.

Direct faculty to student contact is through the Learning Module which varies in form, time, and value. It may be a seminar, series of lectures, a project, an experiment, independent study, and combinations thereof. It may last a few days, a few weeks, or an entire year. It may have a value of one to eight units of credit. Modules usually start at the beginning of a session but may start at other times depending on the students, type of module, and/or educational facilities.

For the most part, the educational objectives of a learning module are expressed in behavioral, measurable terms. These objectives may be cooperatively developed by the student and the faculty teaching the module. A student receives credit on the basis of the quality and quantity of objectives mastered. Transcripts show the

name of the learning module, units earned and behaviors or competencies mastered. No listings are made of objectives not completed or in progress.

Learning modules are interdisciplinary in nature. The interrelatedness of knowledge is

stressed. Modules often are coordinated by a team of teachers from a number of disciplines and from more than one college. The curriculum is generally conceived of as interdisciplinary or transdisciplinary.

Much of the work within a module is individualized and self-paced. A high level of support from the hardware and software of educational technology is provided by the Instructional Communications Center, making self-pacing possible.

Most students complete some type of cooperative education program. This work-study experience is planned to support and supplement formal institutional instruction.

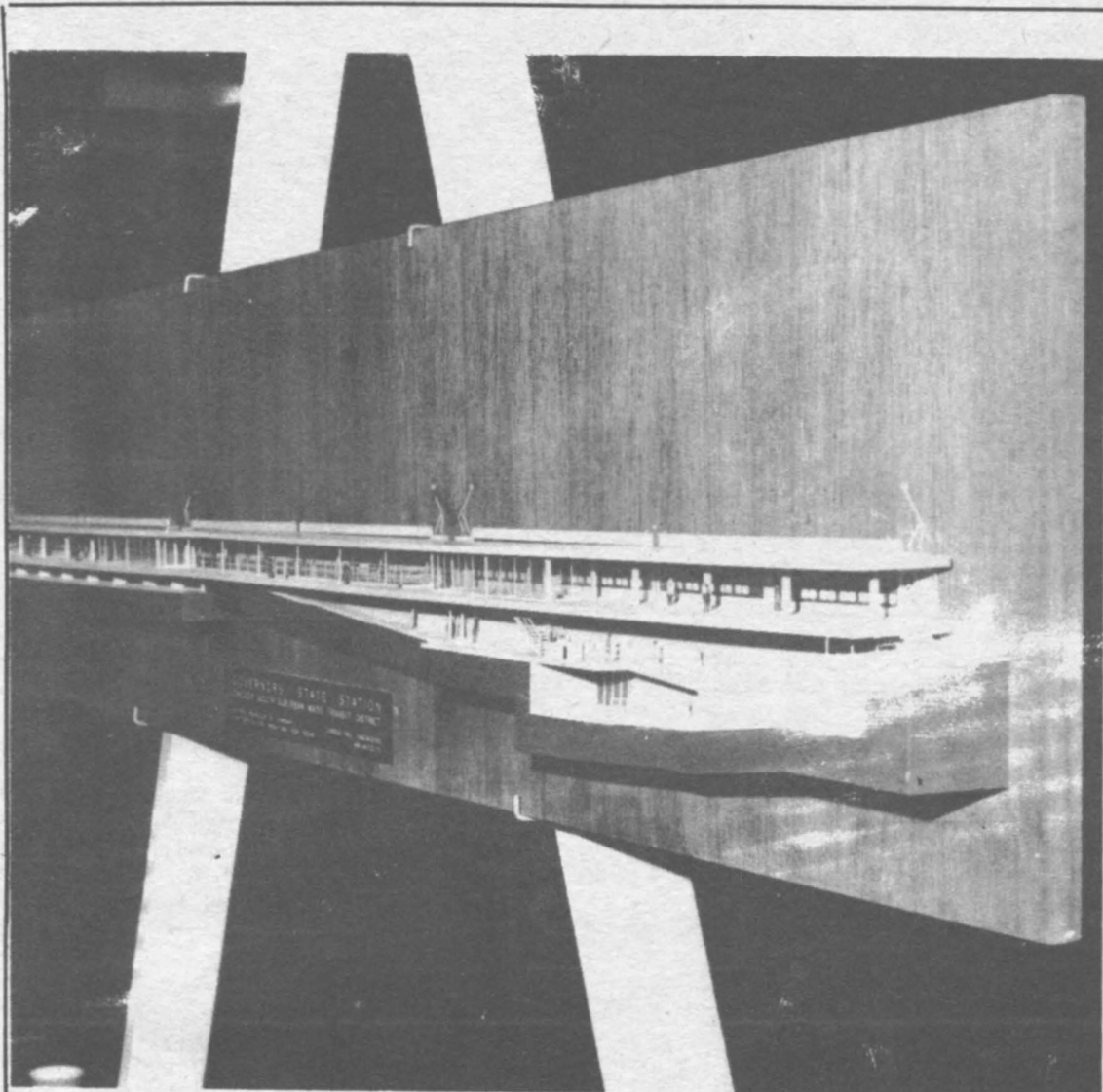
The University maintains a high level of commitment to the community at large. A mobile Environmental Science Laboratory has provided supplementary support to the science curriculum in area elementary schools. A University choir, stage band, and theatre open to people in the community as well as university students have been organized. With the support of outside funds, research in human services resources is being conducted. The Urban Teacher Education program is the first competency-based teacher education program certified in Illinois by the Office of the Superintendent of Public Instruction. Outpost centers are in operation in support of the program. The professional work agreement and has reacted both to acute and chronic social problems which exist in the immediate area.

The University is experimenting with new faculty systems. It has received permission from the Board of Governors to dispense with the customary academic rank of professional staff for a five-year experimenting period. All faculty members holding full-time appointments have the title of University Professor. Because of the wealth of talent in the Chicago Metropolitan area, GSU expects to make use of part-time (Community) professors who will be able to relate classroom theory and practical application. The University also has obtained permission and has implemented a cyclical tenure system which provided tenure on a cyclical period of 7 years between reviews after initial one and two year appointments.

In the same manner that students accept a number of performance objectives to be completed when they register for a learning module, professional staff members develop, with their unit heads, professional performance objectives for the academic year. These professional work agreements, upon acceptance by the staff member and his unit head, serve as one base for staff evaluation at the end of one year. Other bases include student, peer, community, administrative and self-evaluation.

To maintain relevance and force evaluation, change mechanisms or self-destruct clauses are found in many GSU structures and procedures. The professional ranking system and the GSU organizational structure must be re-evaluated in five years. The internal governance system which includes people from the community, students, teaching staff, and administrators is temporary for two years. The college are projected to expand only until they reach about 1500 in enrollment. At that point, two or more new colleges will be formed. A major wing of the university involves itself in research and evaluation, providing constant feedback on the quality of the various operations of the university and stimulating constant innovation.

Governors State University has been in operation only a short time. Many concepts are still in a developmental stage because of restrictions of staff and budget. The University is committed, however, to the continuance of an experimental, innovating posture as it grows in student body, staff and community services.



A model is shown here of the ICC extension already under construction.

Memo

TO: 020-36-0145
FROM: 577-50-3222
DATE: August 17, 1976
RE: New Red Ink Add/Drop Registration Form

When student 426-21-4761 asked me to sign the new form, I trusted he knew what he was doing. Then 531-48-1021 wandered in with his list of numbers. I asked what he was taking. He didn't know. So we consulted the Fall Trimester list of classes which, though not in alphabetical order, did seem to be in index number order. Well, you can imagine our excitement when we found the learning module reference number which, unfortunately, did not correspond to the title of the class 531-48-1021 thought he was taking — which is OK because the title doesn't have to go on the new bicentennial red ink form. (I also explained the need for brevity except when in class.)

It wasn't long before 312-80-6477 wandered in with his girlfriend, 881-40-9991. They had their list of numbers which he wanted reflected in his learning contract. I told him that we had to revise the learning contracts because they had the old fashioned word titles, but in a Trimester or two, when I have received copies of the new red ink Registration Form (which is difficult to read in our College because the lights are out, for awhile) I would get my old schedules and try to match the numbers with various blocks of each Trimester.

I tried to explain that it was more important for the computer to keep things straight than me or him though the computer was out getting a Swine Flu inoculation and the Alpha numeral interpreters were still being trained in Bulgaria.

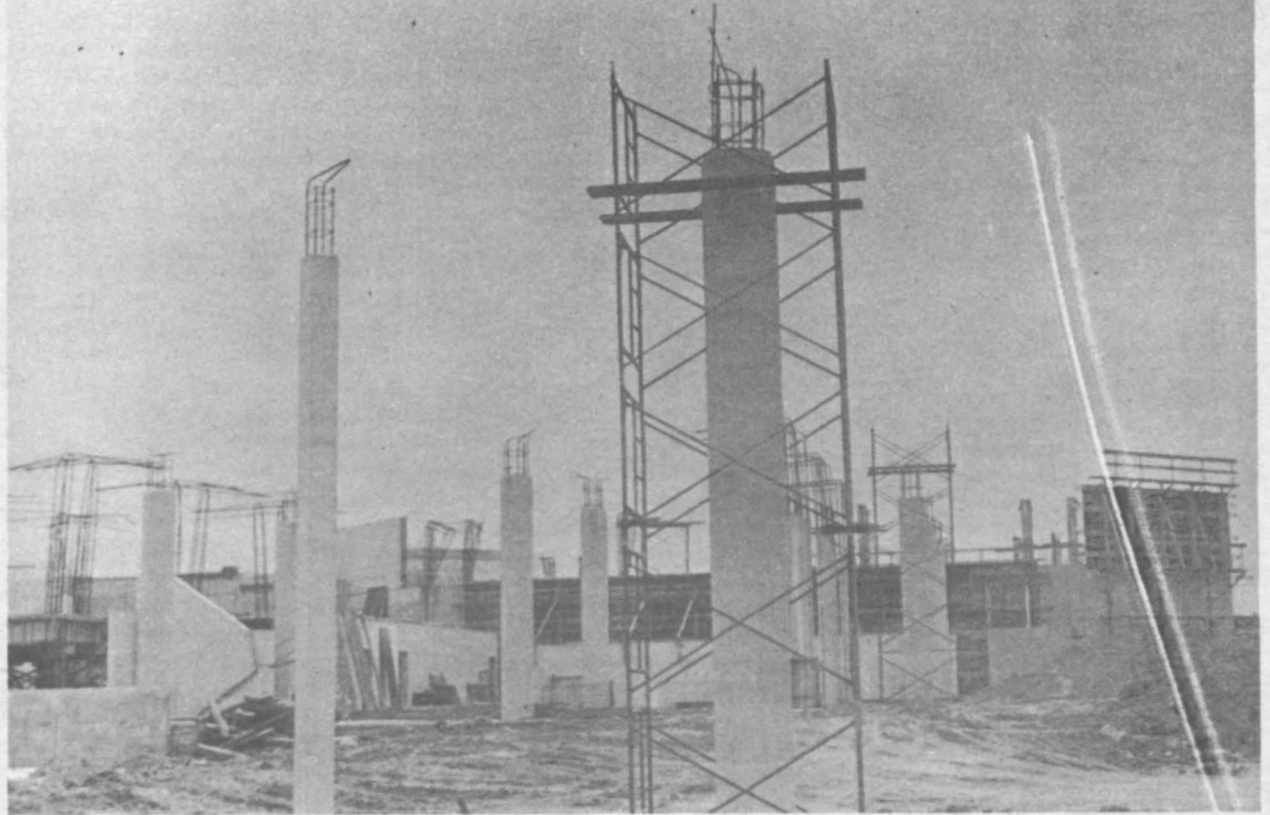
CC: 511-01-1003
462-58-6967
373-18-2507
503-46-1936
494-40-8166
213-36-5101
413-30-0775
364-42-9260
020-36-0145

577-50-3222/265-62-1161

Goverance

The University has developed an elaborate governance system to ensure full participation of the entire University community in formulating policies. Students and faculty are equally represented on the thirty-three member University Assembly, which also includes representatives of support and civil service staffs and community representatives.

The primary function of the University Assembly is to review and recommend policy proosed by individuals, groups, and agencies associated with the University community. Six standing committees are concerned with specific areas defined in the University Constitution. These Committees are composed of the various constituencies of the University: students, faculty, support staff, civil service staff, and community representatives. Anyone in the University community, whether on the Assembly or not, is eligible to serve on a standing committee whose membership is appointed by the executive Committee of the University Assembly. The six standing committees of the University Assembly are:



GSU in the beginning

GOVERNORS STATE UNIVERSITY
UNIVERSITY ASSEMBLY

MEMBERSHIP ON STANDING COMMITTEES

Below are listed the Standing Committees of the University Assembly and a brief description of the function of each committee.

The Assembly is asking that all interested parties within the "University Community" volunteer for the committee of their choice (indicating, if possible, second and third choices). The University Assembly Executive Committee will review all applications and select the representatives for each committee. The committees will be composed of representatives of each constituent group in the "University Community."

Even though you may already be on a Standing Committee, YOU MUST REAPPLY.

Name: _____ College or Unit: _____

Faculty ☐ Civil Service ☐ Student ☐

Support Staff ☐ Community Member ☐

Please indicate choices in order of preference:

☐ A. **COMMITTEE ON EDUCATIONAL POLICIES AND PROGRAMS**
This committee will generate policies on all educational matters that are University-wide in nature and will review educational policies and programs referred to it by collegial, support, or other budgeted units.

☐ B. **COMMITTEE ON FISCAL RESOURCES**
This committee will generate policies on financial matters that are University-wide and will review matters on fiscal policies developed by budgeted units.

☐ C. **COMMITTEE ON THE FUTURE**
This committee will generate guidelines and policies to direct the University toward what it should be. Five-year and ten-year plans will be in continuous development.

☐ D. **COMMITTEE ON GOVERNANCE**
This committee will concern itself with continual evaluation and modification of the present University governance system and is presently preparing amendments to the current University Constitution.

☐ E. **COMMITTEE ON HUMAN SERVICES**
This committee will concern itself with the generation of University-wide policies affecting any and all constituencies of the University, and it will review policies generated by personnel in all budgeted units.

☐ F. **COMMITTEE ON PHYSICAL RESOURCES**
This committee will generate policies concerning University-wide physical facilities and will review policies on physical facilities generated by budgeted units.

Please use the reverse side of this form to state your reasons and/or special qualifications for the committee or committees you selected.

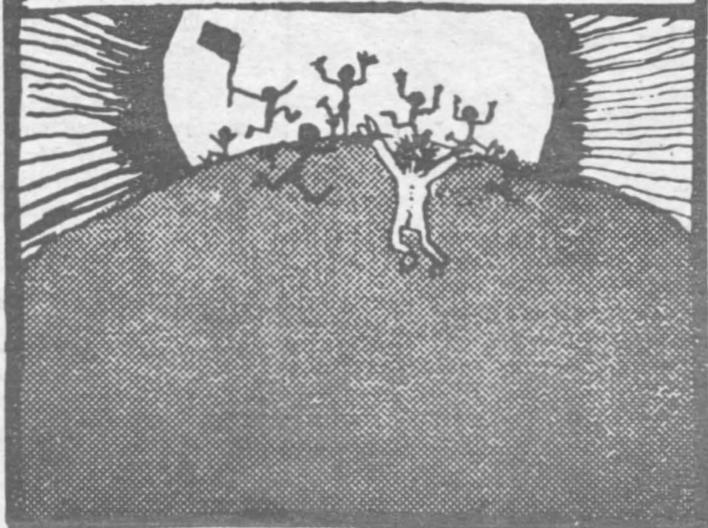
Please return this form to Regina Williams, University Assembly Secretary (located near Office of University Relations), or Information Office no later than 5:00 p.m., Thursday, April 1, 1976.

SSAC In Session

The Student Services Advisory Committee (SSAC) is a body of ten students (eight elected by the student

body and two appointed by the Director of Student Services) who meet twice each month in Room D 1120. We are

WHAT WE WANT IS NOT THE
OVERTHROW OF THE GOVERNMENT
BUT A SITUATION IN WHICH IT
GETS LOST IN THE SHUFFLE!



Committee on Educational Policies and Programs

Generates policies on all educational matters that are University-wide in nature and reviews educational policies and programs referred to it by collegial, support, or other budgeted units.

Committee on Fiscal Resources

Generates policies on financial matters that are University-wide and review matters on fiscal policies developed by budgeted units.

Committee on the Future

Generates guidelines and policies to direct the University toward what it should be. Five-year and ten-year plans will be in continuous development.

Committee on Governance

Concerns itself with continual evaluation and modification of the

present University governance system.

Committee on Human Services

Concerns itself with the generation of University-wide policies affecting any and all constituencies of the University, reviews policies generated by personnel in all budgeted units.

Committee on Physical Resources

Generates polices concerning University-wide physical facilities and reviews polices on physical facilities generated by budgeted units.

The governamance system is completed with the addition of individual systems for each of the four Colleges. The collegial governance systems recommends policies related to that College and forwards them via the Dean to the University Assembly and its standing committees.

COLLEGE: INVESTMENT IN THE FUTURE



meeting on the first and third Friday of each month at 5:00 p.m. and 12:00 noon, respectively. The meetings are open and all students are invited to attend and give us input as to how you want to see your activity fee moneys spent.

Currently SSAC is supporting most clubs on campus, the Innovator, some financial aids emergency loan monies, many up-and-coming events such as plays, movies, parties, special bands, speakers, dance troupes, et al. SSAC is jointly responsible for the GSU bus — the Civil Service budget pays the drivers' salaries and SSAC owns the bus and pays for upkeep and gas.

There are limited travel funds available to any GSU student desiring to attend conferences, conventions and other types of not-for-credit learning experiences that are not available at GSU. If a group of students are desiring travel to the same event, arrangements can be made through the SSAC.

All forms and information may be obtained through the offices of Student

Services on the first floor, just off the Hall of Governors.

Students wishing to obtain SSAC funds for travel to conventions are required to turn in the completed request forms at least three weeks in advance. Four weeks is recommended.

This funding is being made available through the mandatory \$7.50 activity fee charged to all students each session of enrollment.

A van is available for groups of students. All events must be occurring within the continental United States and must be not-for-college-credit. Further guidelines are available in the Student Services department.

As the only student organization on campus, SSAC is very much aware of the student's problems and grievances and would like to extend an open hand or ear to all students that so desire this service. We are truly out to serve the students we represent during our elected year. To do this we must have your input.



Where it all started.



Good Standing Policy

FULL-TIME STUDENT - A student is classified as full-time who carries 12-16 units of credit. (In addition a student enrolling for six (6) or more units in any eight (8) week block is classified as full-time.)

NOT IN GOOD STANDING - A student is not in good standing (thereby not allowed to register for further modules) when he or she:

(1) has not completed one-half of all units enrolled in previous trimester when the total number of units is sixteen (16) or less; or

(2) has not completed one-fourth of all units enrolled during previous trimester when the total number of units is more than sixteen (16) units. (Units dropped during the add-drop period of the block do not count in this determination).

MODULE OVERLOAD - A student is taking an overload when he or she carries any work beyond one trimester following initial enrollment.

Extraordinary permission of the coordinator is required (at least two weeks before the end of the trimester) to carry uncompleted work beyond that deadline. Obtain "Uncompleted Module Carry-Over Request" forms in Student Records and Information (SRI) to request deadline extension.

Parking Cards

Fall session Parking Cards will be available for purchase at the Cashier's Office and the Bookstore. A Trimester card (24 - Red) will cost \$12.00 and Block 2 card (23 - Black) will cost \$7.00. The new cards will become valid on September 1, 1976, and will go on sale August 16th.

The color of the card is not what controls its validity. The card reader in the gates is designed to activate on the basis of the number code. For example, the Red #20 used during the spring and summer session will no longer activate the gates on September 1st but the Red #24 will.



When building, the important thing is to start straight.

Arriving 8:25 a.m.

GSU Shuttle service

Leaving 5:10 p.m.

Direct bus service between GSU and the Park Forest South residential area will begin Monday, March 15, as a result of the survey conducted last week in FAZE-1. PFS Village Manager Charles Notarus has announced that the new shuttle service will be provided at a special low fare of 30¢ per ride. The run will be made twice daily, timed to arrive at GSU at 8:25 A.M., and leaving GSU at 5:10 P.M.

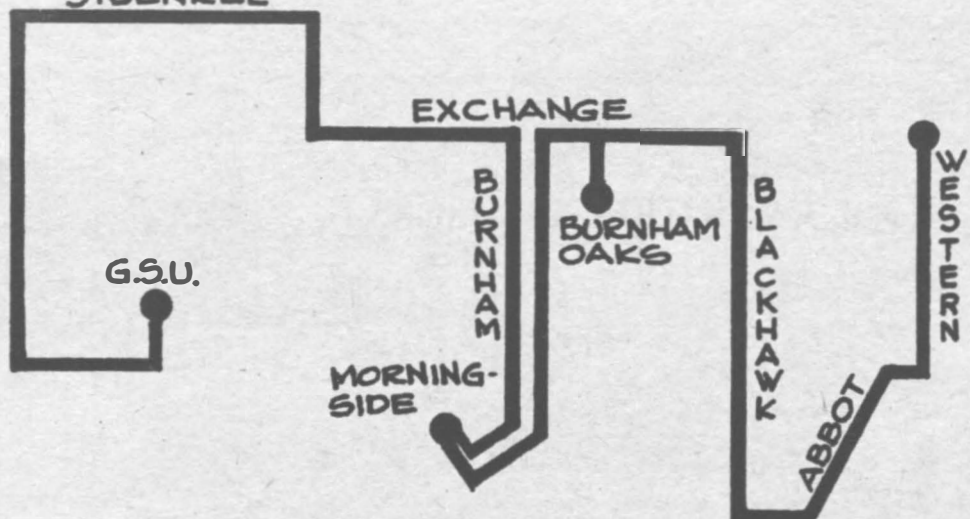
The morning bus will pick up riders anywhere along the route

(see map), and in the evening will stop wherever requested. Time in transit will range from 10 minutes to 25 minutes, depending on where one is picked up or discharged.

"We hope this will prove to be a real benefit to GSU people who live in our village," says Notarus. "Certainly it should save them a bundle in gas and parking fees."

To avoid confusion with the GSU bus to the train station, the Village buses will be clearly marked "GSU-PFS SHUTTLE."

PARK FOREST SOUTH - G.S.U. SHUTTLE BUS



A.M. WESTBOUND
P.M. EASTBOUND

Parking and Operating Regulations ★ ★ ★

1. The responsibility of finding legal parking spaces rests with the vehicle operator. Lack of space is not considered a valid reason for violation of regula-

tions. All areas on campus are assumed to be "no parking" areas unless specifically marked to the contrary.

2. Vehicles in violation of any

provision of the regulations are the responsibility of the persons in whose name such vehicle is registered and this person will be held responsible for any such

violation. In case of state-owned vehicles, responsibility lies with the person to whom the vehicle is assigned at the time of the viola-

3. Parking is prohibited at all times on grass plots or tree plots, or any other place where parking would mar the landscaping of the campus, create a safety hazard or interfere with the use of university parking in postal zones, yellow zones, fire hydrant zones, at crosswalks or sidewalks, and at all dock areas and driveways immediately adjacent to campus buildings.

4. Posted speed limits must be observed at all times; failure to observe will be a moving violation, and the University reserves the right to issue citations under the Illinois Vehicle Code for moving violations.

All other traffic control signs (e.g., "One Way", "Stop", "Do Not Enter", etc.) must also be observed at all times; such infractions are also moving violations.

5. Where parking areas are clearly outlined, occupants must observe the confines of each space, or will be deemed as "Obstructing Traffic."

6. Operators of motor vehicles on University facilities are expected to comply with the "Rules of the Road" as outlined in Chapter 11 of the Illinois Vehicle Code (Chapter 95½, Illinois Statutes 1973), and appropriate provisions of these laws; failure to observe these laws will be a moving violation.

Vehicle Accidents - All Accidents Involving a Motor Vehicle on-Campus Must be Reported to the Department of Public Safety Office within 48 hours.

Enforcement

1. The University's Department of Public Safety shall enforce University's Motor Vehicle and Parking Regulations, State Motor Vehicle Laws under Chapter 95½ of the Illinois Revised Statutes of 1973, and the Park Forest South Village Traffic Ordinances.

2. The Department of Public Safety shall issue Park Forest South citations for all parking violations.

3. Vehicles which are in violation of the University Motor Vehicle and Parking Regulations may be towed away at the owner's expense.

4. Violators of University Motor Vehicle and Parking Regulations may be charged under the Criminal Trespass to Land Statute Chapter 38, Section 21-3 of the Illinois Revised Statutes of 1973.

5. Payment of parking citations will be made in person or by mail to the village of Park Forest South at the Village Police Station. Payment of other traffic citations will be made at the Circuit Court in Monee. Contests of all citations will be decided only by proceedings in the Circuit Court.

Parking Fee Regulations

Parking Cards - Fee Schedule

Parking Lots A, B, C, and D are equipped with parking gates which will permit access to the lots upon deposit of 50 cents or activation by a control card. Cards will be sold at the Cashier's office, Y.M.C.A. and the Bookstore.



The University, being a commuter institution, does not maintain residence halls. But, a referral system is maintained in Student Services and students can make arrangements for living accommodations with area realtors and private citizens.

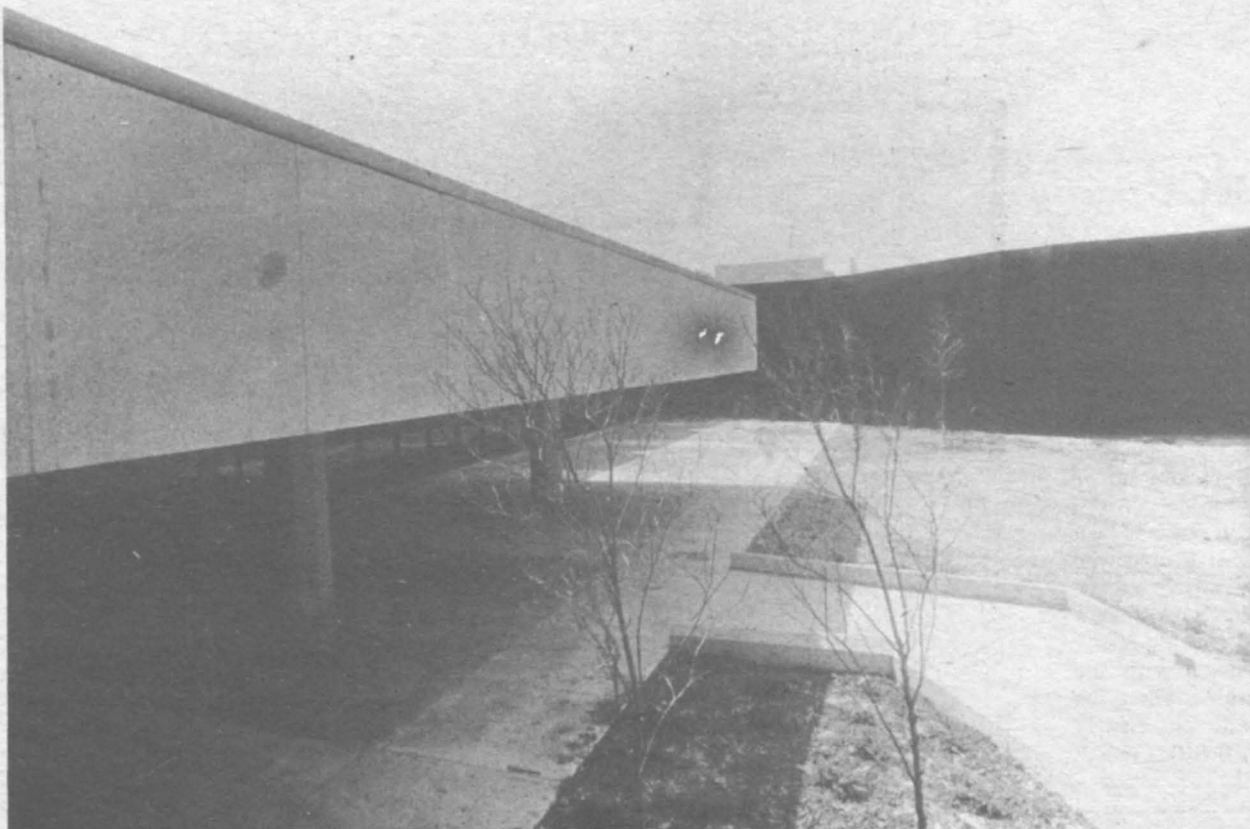
Realtors not subscribing to an open housing policy are discouraged from listing their properties with the University. Students may report housing discrimination to Student Services or the University Advocate.

An auxiliary service provided all students in transportation to and from the Illinois Central commuter station in Richton Park. A 44-passenger bus has regularly scheduled runs between 8:00 a.m. and 10:40 daily.

Neither students with valid I.D. Cards nor University visitors pay any fare. However, faculty and staff pay 20 cents for a single ride, \$3.00 for a 20-ride ticket, and \$7.00 for a 50-ride ticket.



Exercise caution when entering parking lots. Much damage to cars has been caused by these posts.





Just for good Vibes.

The College of Environmental and Applied Sciences (CEAS) is located in the "A" section of university. The college is comprised of 3 programs: Science, Health Science, and Science Teaching.

The Science Program is designed to prepare a broad range of scientists capable of effecting solutions to complex environmental problems. This Program provides an excellent background for people planning careers in laboratory analysis, teaching, politics, law, public service, management, alcoholism counseling and administration, and other occupations where breadth of background is an asset.

The Health Science Program is designed to prepare professionals in a wide spectrum of health fields that emphasize human services. Offerings are designed to prepare people for careers in administration, education, and practice in nursing and allied health fields.

The Science Teaching Program is designed to meet the needs of:

- a. teachers who are currently certified, but wish to improve their capabilities as teachers by adding to their knowledge;
- b. those who wish to earn an Illinois certificate as a School Science Specialist; and
- c. those who wish to gain competence in the theory and practice of environmental education outside of formal educational settings.

Further information can be obtained from the Program Coordinators, Faculty, or the Student Assistant Dean.

I would also like to take this opportunity to inform new students of the Student Assistant Dean (S.A.D.).

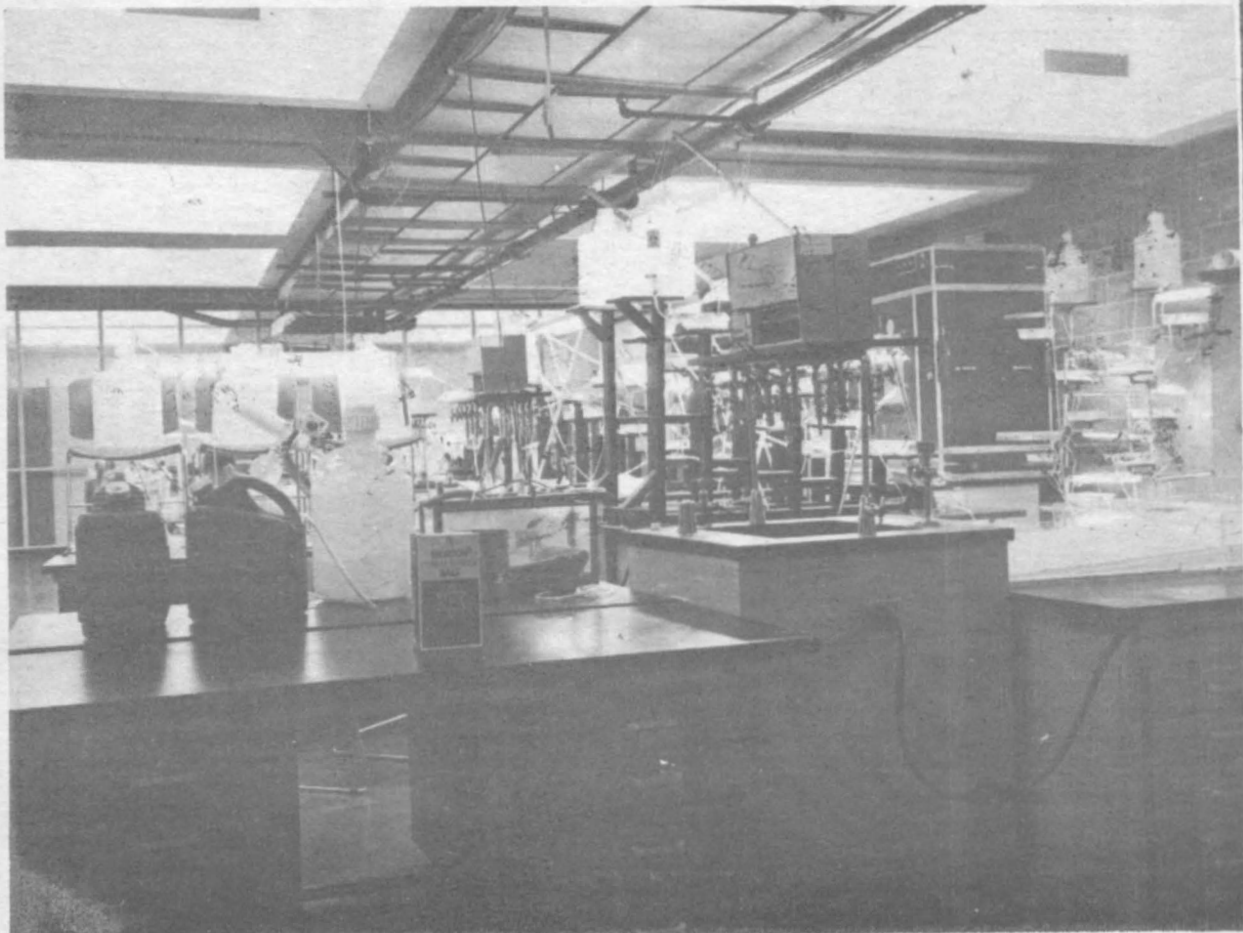
The Student Assistant Dean functions as a liaison between students and the administration. He can also help by explaining University policies and operations. Other functions in-

clude directing students to the appropriate service areas and/or persons, and generally answering questions and helping with problems as they arise.

The present Student Assistant Dean for CEAS is Dennis Rodeghero. His office is located in rm. A1301 — ext. 2486. Students are encouraged and welcome to drop in and get acquainted.

OFFICE HOURS ARE:

- Monday: 12:00-1:00 & 4:30-7:00
- Tuesday: 12:00-4:00
- Wednesday: 2:00-6:30
- Thursday: 12:00-1:30 & 4:30-5:30
- Friday: 10:00-2:00
- and by appointment.



The College Of Environmental And Applied Sciences



THE COLLEGE OF CULTURAL STUDIES



The College of Cultural Studies joins students, faculty, and community in an effort to discover and address the problems and issues of contemporary life. This academic orientation has led to the development of the major innovating structure within the College—the Interdisciplinary Studies Context (ISC). Each of the five ISCs is neither anti-disciplinary nor non-disciplinary. Rather, disciplinary interests in language and literature, the social sciences, and the fine and performing arts are applied to broad contexts such as "Invention and Creativity," "Socio-Cultural Processes," and "Popular Culture." Within each context students develop individualized educational contracts. Each student negotiates with an advisor the particular competencies he wishes to gain. In this way his educational accomplishments

reflect not only interdisciplinary program objectives but also personal academic and vocational goals. Such academic policies give students the flexibility to pursue specialized career interests from a variety of perspectives as well as the opportunity to learn a variety of approaches to problem delineation and solution. Removed are the artificial barriers that may be imposed by strict concentration on separate and distinct disciplines. In this way the College affirms its commitment to educational programs which elucidate the continuity in one's work, culture, and recreation.

The College of Cultural Studies is responsible for the disciplines within the areas of language and literature, the social sciences, and the fine and performing arts. Although these disciplines are a part of the liberal arts, the College has expanded the traditional definition of liberal arts so that it includes a study of culture in its artistic manifestations: art, theatre, literature, as well as in its regional, social group or ethnic aspects, such as Black Studies, Urban Studies and Women's Studies.

The nature of culture is so complex that it demands interdisciplinary approaches. The College seeks to achieve this goal by organizing various disciplines into five academic programs called Interdisciplinary Studies Context (ISC). Each ISC is divided into areas of emphasis (A.O.E.) in which the broad program focus is narrowed to a specific concentration, e.g., Visual Arts in an area of emphasis of the ISC Invention and Creativity.

The following ISC's and areas of emphasis are available at the B.A. and M.A. levels:

ETHNIC STUDIES

Black Studies
Latino Studies

INVENTION AND CREATIVITY

Music
Theatre
Visual Arts

LANGUAGE AND THE HUMAN CONDITION

English Education
Language
Literature

POPULAR CULTURE

Applied Studies - undergraduates only
General Studies
Mass Media - undergraduates only

SOCIO-CULTURAL PROCESSES

Comparative Socio-Cultural Processes
Urban Socio-Cultural Processes
Women's Studies

Detailed descriptions and information about each ISC are available from each ISC Coordinator.

A student seeking admission to the College chooses both an ISC and area of emphasis that best suits her/his personal and professional goals. Degree requirements are competency based and in order to earn either a B.A. or M.A. in her/his chosen ISC, the student must satisfy Collegial, ISC, and A.O.E. competencies. A competency states the skills, content, and level a student is expected to master in the course of a degree program. Competencies may be achieved through modules (courses), self-instructional modules (SIM), independent readings and research, Cooperative Education, or through transfer of credit. Collegial, ISC, and A.O.E. competencies are listed in the following pages.



Award winning GSU Jazz Ensemble



PROJECTED DATES FOR CULTURAL STUDIES MUSIC EVENTS

1976-1977

September 9 - Graduate Recital, Walt Skoz, 7:30 P.M.
September 16 - Brass Quintet, French Horn Quartet - 7:30 P.M.
September 25 - Percussion Clinic - 2 P.M.
October 15 - Jazz Ensemble - 7:30 P.M.
October 22 - Percussion Ensemble Concert - 7:30 P.M.
October 31 - WBEE Jazz Festival - 1 P.M., Chicago State Univ.
November 5 - Chicago Film Festival - 4 P.M.
November 6 - Lynks, Maywood, 9 P.M. - 1 A.M.
November 19 - Faculty Recital - 7:30 P.M.
November 23 - Jazz Concert - 7:30 P.M.
December 2 - GSU Chorale - 8:15 P.M.
December 15 - GSU Student Applied Music Recital - 4:30 P.M.
December 17 - GSU Composers Concert
January 13 - Martin L. King Concert - 7 P.M.
February 3 - Jazz Concert - 7:30 P.M.
February 27 - Yuji Takahashi, pianist, Performing Arts Music Series
March 18 - Electronic Music Concert
March 31 - Jazz Concert - 7:30 P.M.
April 8,9 - Notre Dame Jazz Festival
April 20 - GSU Applied Music Recital - 4:30 P.M.
April 28 - GSU Chorale - 8:15 P.M.
April 29 - Percussion Ensemble Concert - 7:30 P.M.
May 6 & 7 - Junior College Jazz Festival
May 20 - GSU Composers Concert
June 8 - Jazz Ensemble with Chicago Chamber Ensemble - 7:30 P.M.
June 24 - Electronic Music Concert
July 16 - Percussion Ensemble Concert - 7:30 P.M.
August 1-31 - Jazz Ensemble in Greece - Acropolis Festival
August 17 - GSU Applied Music Recital - 4:30 P.M.



CS Dean Alfonso Sherman



The College of Human Learning and Development

A word from the Student Assistant Dean:

Welcome to all students in the College of Human Learning and Development. As we begin the Fall '76 Trimester, it is my pleasure to meet and represent each and everyone of you as Student Assistant Dean. As an "Ombudsperson" for the students, I represent your interest & needs on SCEEP-Media Board, SSAC, Task Force for Good-Standing Policy, & Collegial Committees. I can be reached 5 days a week in room C3403, ext. 2355, 2356 or 2357.

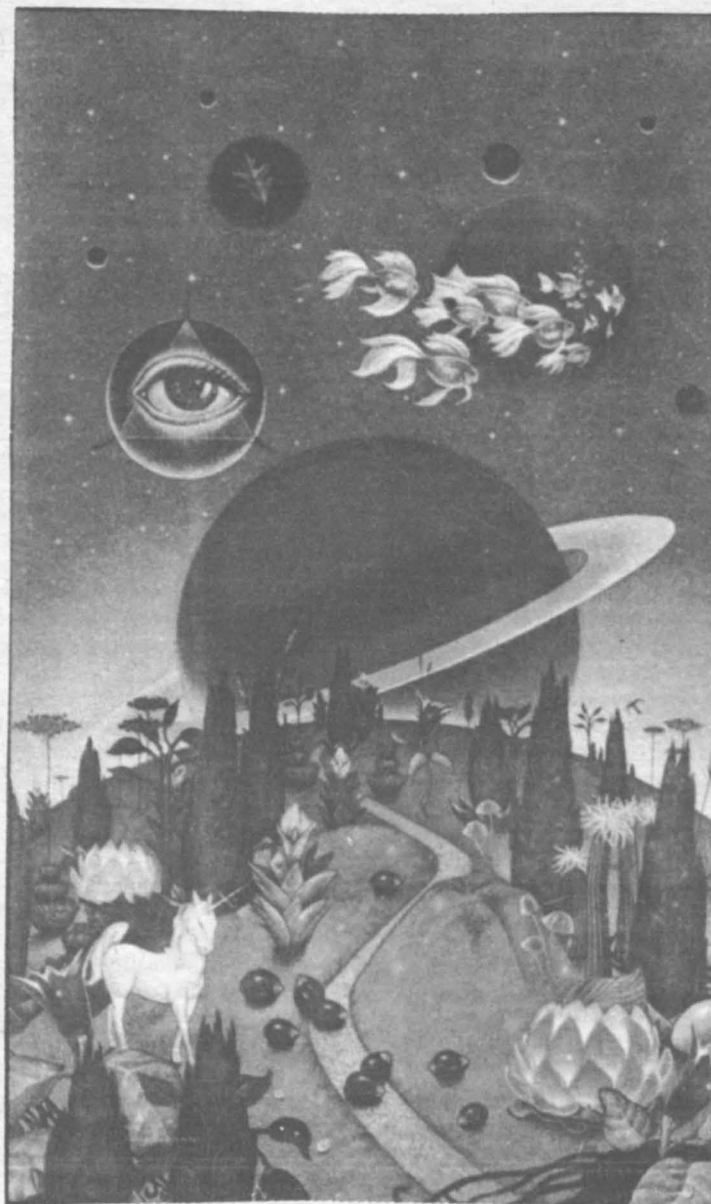
Each week I will publish interesting articles for students & faculty, deadlines, and other news items of interest.

Important Places in HLD: SRI (Student Records Information). SAD (Student Assistant Dean's Office).

CHLD is a collegial body of equals having a minimum of hierarchy and status difference. When hierarchy does exist, its purpose is to serve. The primary "client consumers" in the College are students. The work of the faculty is to provide professional instructional services* to meet the needs of students. The role of administration is to provide administrative services to both faculty and students. The Dean's role is that of coordinating administrative activities and facilitating faculty doing their professional work. In summary, while some kind of hierarchy is the most efficient way to get routine work done, "bottomup" authority flourished in participative management—faculty serves students, the administration serves both faculty and students to facilitate the meeting of student, faculty and community needs—the key to the total organizational process is shared decision making, circular accountability and responsibility.

Administrative positions in the College are: Dean, three Assistant Deans, Operations Officer, Student Assistant Dean, and Director of Audio Visual Services.

*This includes community service and/or research activities, depending upon individual faculty interest with accompanying facilities and resources provided by the College.



A thirty-three year old mother of three is the student assistant dean for HLD. Ms. Jo Ann Hollowell maintains an office next to the Student Records Office in HLD.

Before entering GSU, Jo Ann attended PSC and Purdue University. She has a B.O.G. in Corrections, and is presently working on her master's degree. Jo Ann is a divorcee with children ages 5, 6 and 7.

If you feel I can be of direct service to you, never hesitate to let

me know. My only interest is that you receive the finest education available.

Jo Ann is active in student activities. She serves on SCEPP Not-in-Good Standing Task Force Policy Civil Service Sub Committee, the University Assembly, SSAC, the Media Board, and is a member of the Dean's Coordinator's Meeting for HLD.

Jo Ann describes her function as a liaison between students and faculty to the Dean's Office and the Administration. She is also the co-ordinator of orientations in HLD.



Welcome to Governors State University! I want to welcome you, on behalf of the faculty and students and to take this opportunity to say a few things about our faculty and students.

First, our faculty, representing a wide spectrum of different races, sexes and religions, is highly educated and diverse. With over 70 per cent holding the Ph.D from distinguished Universities across the country, they bring to you enthusiasm, esoteric knowledge, intellectual curiosity and academic stimulation, many of which are dedicated to teaching excellence, community service, and pure, applied and institutional research. The College of Human Learning and Development faculty is young, vibrant, caring and competent.

Second, our students are mature, studious and conscientious about their academic endeavor. They tend to be self-motivated, self-reliant and self-directed. At an average age of approximately 32 and heads of household, our students represent rich and varied

backgrounds gained through many years of work and life experience, often reducible to academic value. CHLD's students especially enjoy the equalitarian atmosphere extant between them, the faculty and the administration, which diminishes traditional barriers between the three entities.

Finally, I wish to challenge you to take advantage of our new facilities, human and physical resources and especially our Learning Resource Center. The approach to higher education on which we have embarked has led to full accreditation and recognition by regional and national professional bodies and promises an alternative to the more traditional modes of learning. In all candor, we are a new institution developing and improving. You will no doubt experience some frustration, disappointment and inconvenience, but on balance it has been our experience that the positive experiences of our students far outnumber the negative ones.

Dean Cogdell

What's it all about inCHLD

If you know about another university that understands itself and its role in higher education

knows the choice of alternatives it must make, and

recognizes the conditions to be considered in choosing options—then, maybe you should go there and not come to GOVERNORS STATE UNIVERSITY. Perhaps, you've found another kind of university.

But, if my hunch is correct, you'll be much happier out here (south of Chicago) at GSU.

Getting a Bachelor's or Master's Degree from the College of Human Learning and Development is learning through an interdisciplinary approach and engaging in intercollegial studies. GSU programs are not just simple exhortations of collegiality, and they're much more than a couple of clumsy cuffs to the shaky barriers of discrete disciplines.

What's It All About? The College of Human Learning and Development? HLD.

It's YESTERDAY...TODAY...AND TOMORROW...

HLD is academic excellence. Relevance. HLD is able to deal with your individuality. We know that much of what we mean to you as a student here is wrapped up in what you bring to us. We really care about you as a person. Our programs are flexible, individualized, and innovative.

The College of Human Learning and Development (CHLD) prepares students to work in various social, behavioral, educational, and interpersonal settings. Graduates become qualified leaders in such areas as education, communication and media, psychology, and human relations services. Governors State University offers professional training in future-oriented programs.

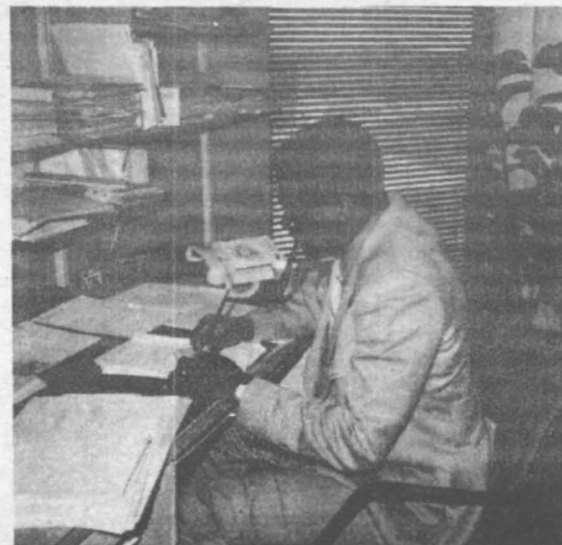
CHLD is creating a collegial system primarily concerned with the behavioral study of people, which operates also as a model community-oriented college. Its students are involved in such activities as inner-city schools, broadcast and cable communications systems, family counseling centers, welfare agencies, and clinics for communication disorders.

Academic Programs A Bachelor of Arts Degree in Human Learning and Development may be earned by completing a program in Human Services, Behavioral Studies, Communication Science, or Urban Teacher Education. A Master of Arts Degree may be earned by completing a program in Human Relations Services, Communication Science, or Urban Teacher Education.

Students, with faculty advisors, develop degree programs, described in terms of per-

formance criteria. When these criteria are coincidental to certification (i.e., teacher education), they are established

in advance through the cooperative effort of faculty, students, and community representatives.



CHLD Dean Roy Cogdell

Cooperative Education

The Cooperative Education Program is a means of allowing students to increase the dimension of their learning by combining their on-campus studies with a work experience in the field. This enables the student to try out a vocation, explore a new situation, or simply engage in community service as a citizen. The students earn credit toward their degree for the Co-op term. These Co-op terms are arranged with the professors of Cooperative Education who are located in each of the four colleges. It is the belief of the faculty that this combination of on-campus study and off-campus engagement in society produces an excellence of education which cannot be achieved by either of the means alone.

Since there is a wide variety of skills, needs, goals and life situations found among the University students, the Co-op options are flexible and varied. In general range, they are:

1. Full-time for specified periods. This pattern most often fits needs of cooperating employer.
2. Half-time Co-op and half-time on-campus study.
3. Full-time interval in a continuing job. This option fits the needs of students who must work full-time while studying and gives them the opportunity to inquire into the setting of their regular job from different aspects. Sometimes temporary reassignment in the employing organization may be worked out.
4. Project Term. Students who are advanced in their field often need an interval to devote their efforts to special projects. Those in the arts, music, writing are examples. Also in this category, are students with special study or observation needs or who participate in field expeditions as in environmental science.

Co-op Terms may be paid or unpaid positions.

Whatever the particular cir-

cumstances sought, it will not happen by itself. The student usually will take the initiative in working out the arrangements, although faculty may often suggest a Co-op term and even particular situations.

Initiation and course of a Co-op term happen something like this:

1. Talk with your Collegial Co-op Coordinator to develop an initial plan (this will include possible jobs, timing - when & length financial needs and geographical limitations) and tentative performance objectives.

2. A crucial part of the planning sequence for a co-op experience is the consultation between the Co-op Coordinator and the student concerning the specific design of the Co-op term. This planning includes vocational goals, educational program at GSU, and identification of things to be learned and skills to be gained on the proposed Co-op term.

3. Once a particular co-op situation is discovered which will "work", the student and his/her Co-op Coordinator must agree on terms and duration of employment, drafted performance objectives and enrollment for the appropriate trimester (or session) for the Co-op module.

It should be noted that all Co-op modules are "by permission of the instructor" and the above planning must take place.

As one of the instructional strategies of the University, the Co-op term is managed the same as any other trimester in which you are enrolled in the University. Time spans will vary widely. A term in retailing before Christmas may be for eight weeks and coincide with Block 3 of the Fall Trimester. A term for an accounting student may run from January through April to coincide with the peak needs of accounting firms, thus taking up the whole of the Winter Trimester. Joining a scientific expedition may need to be plan-

ned for six to nine months. Each individual case needs to be worked out before the beginning of the Co-op term. Changes in plans during the term are worked out as they become desirable and necessary.

CO-OP COORDINATORS
Robert Kelley, BPS; Marshall Reavis, BPS; Joe Jara, CCS; Leon Fennoy, EAS; Russell Hollister, EAS; Carolyn Talbott, HLD.

PLACEMENT OFFICE

Although the student should be the driving force behind his/her job search, he/she should take advantage of the on-campus support services available. The University maintains a central Career Planning and Placement Office with the function of being the contact point for employers and to provide a helping service for students. The Placement Office is open to all currently, registered students and alumni. Registering with the Placement Office provides you with the following:

1. A placement file containing your resume and recommendations which can be sent to prospective employers or graduate admissions committees at their or your request.
2. Job opportunity information.
3. Career counseling.
4. Campus interviews with representatives from business, and industry.

Current openings are posted on the four collegial Co-op Ed./Placement bulletin boards located near each of the collegial Co-op Ed. offices and the main Co-op Ed./Placement bulletin board located near A & R. A representative sample of current openings are also listed in each issue of the Innovator. Positions are listed by category (i.e. Business, Human Services, Education, etc.) and have a "Job No.". In order to receive employer information on any position, a student must a.) be registered with the Placement of-

fice and b.) have the correct Job No. (i.e. B-Acc-BC-12-Business field, Accounting position, contact Burt Collins regarding Job No. 12 in that category). Part-time, summer and Co-op jobs are posted as well as full-time positions.

To register with the Placement Office, the student should:

1. Pick up a Placement Manual or have it mailed to their current address.
2. All material in this packet must be typed.
3. Letter of recommendation forms should be given or mailed to those individuals you are listing as references (i.e. major professors, past employers, etc.).
4. When returning material to the Placement Office, make an appointment with the Director of University Placement or the Graduate Placement Officer in order to review your material with them.
5. The credential file must then be up-dated every September or it will automatically be placed in the INACTIVE file.

The placement Office staff is available to assist the student in the preparation of his/her resume (bring in a rough draft for assistance) and any cover letters the student may wish to send out.

To have credentials sent:

1. Make sure they are complete - they will only be sent one time for any one position at the same organization.
2. There are Credential Request Forms available in the Placement Office; if possible, please make use of these. These should be completely and accurately filled out.
3. No more than three (3) credential requests will be taken over the telephone at one time because of the lack of clerical support.
4. No more than three (3) sets of credentials will be forwarded for a student on the same day because of the lack of clerical

support. If you have more than three requests, please put them in order of priority (more will be sent if time permits).

5. Credential files can be mailed only to prospective employers and graduate school admissions offices. We can not forward them to: executive search companies, employment agencies, Post Office Box numbers given in newspaper ads (without the company name) or any third party recruiting organization.

The student should apply directly to the organization and indicate that the Placement Office has been asked to forward credentials to them. Except during extremely busy periods, placement files are usually sent within 24 hours of the student's request.

To sign up for on-campus interviews:

1. The student must be registered with the Placement Office.
2. The student should verify that their qualifications match those that the employer is seeking.
3. Sign up for the interview in the Placement Office.
4. Research the employer before the interview.
5. The student should bring his/her most recent resume to the interview.
6. Keep a record of interview appointments.
7. To cancel an appointment, give the Placement Office at least 24 hours notice. Failure to "show" may deprive another student of the opportunity to interview.
8. If an interview appointment is missed without notifying the Placement Office, the student must write a letter of apology to the interviewing organization with a carbon copy to the Placement Office and meet with the Director or Placement Officer. Failure to do this will result in the student's name being removed from future interview schedules.

BURTON A. COLLINS,
Director of University Placement
SANDRA L. CONELY,
Graduate Placement Officer



Office of Co-operative Education Governors State University Park Forest South, Illinois 60466

JOB MART

Since January, 1975, Governors State University has placed six students in Cooperative Education positions at the U.S. Office of Education in Washington D.C.

Two students have worked in the Office of the Fund for Post Secondary Education, one student for the Director of Personnel of the Office of Education, one for the Office of Financial Aid for Post Secondary Schools. One for the Office of Affirmative Action, and one student for the Office of Upward Mobility.

We have filled two of the three positions we have for the upcoming trimester. There is still the possibility of sending one more student. Students filling these positions must be undergraduates with academic majors in education, journalism, english, accounting, history, social science, or psychology. Specific job assignments are negotiated with the Office of Education according to the student's area of interest. Each student must be enrolled in Cooperative Education and will be paid by the government at the rate of G.S.IV.

If you are interested in taking advantage of this unique and challenging opportunity now or when one of the students there returns, please contact Burton Collins in the Placement Office.

The Chronicle of Higher Education and TAB, The American Society of Planning Officials Bulletin, is available to students for use in the Placement Office. The Chronicle of Higher Education has position vacancies listed for individuals interested in working/teaching in institutions of higher education. TAB lists open positions in the field of planning.

COOPERATIVE EDUCATION COORDINATORS:

Robert Kelley	-BPS
Marshall W. Reavis	-BPS
Joe Jara	-CCS
Leon Fennoy	-EAS
Russell Hollister	-EAS
Carolyn Talbott	-HLD

PLACEMENT OFFICE STAFF

Burton Collins
Sandra Conely

The initials of the contact person will be underlined in each "Job No."



The Learning Resources Center

The Learning Resources Center has a collection of over 150,000 volumes; over 3,000 periodicals and newspapers; and over 30,000 non-print materials such as films and filmstrips, audio and video cassettes, records, slides, kits and games along with the equipment necessary to use them.

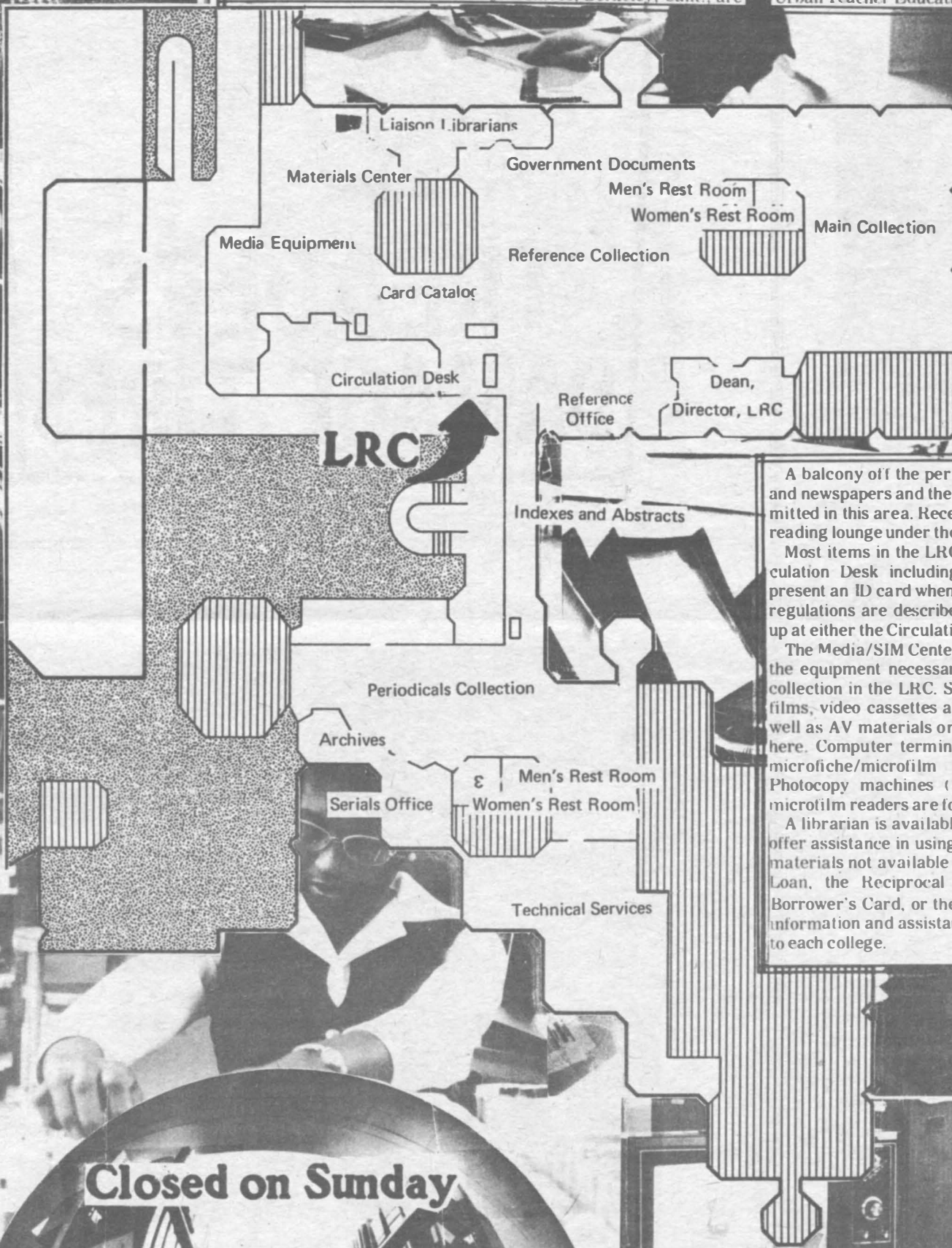
An extensive microfiche collection includes ERIC documents on education, Envirofiche, Disclosure, The Human Relations Area File, and a NewsBank Service with news items from throughout urban areas of the country. A current college catalog collection of over 3,000 schools is also on microfiche.

The Schomburg Collection of Black literature from the New York Public Library and Herstory, the Women's History Collection from the International Women's History Archives, Berkeley, Calif., are

available on microfilm, as are The New York Times and Chicago Tribune dating back to the first issues. Many other journals and newspapers are also on microfilm.

The LRC is a depository for both federal and state documents and includes such publications as the Congressional Record and the Federal Register. Both this document collection and the excellent law collection are used frequently by the community as well as GSU students and staff.

The Materials Center provides a large selection of children's literature, both fiction and non-fiction, sample elementary and secondary textbooks, curriculum guides for all grades and subjects and a wide variety of non-print materials to supplement the HLD Urban Teacher Education program among others.



A balcony off the periodicals room contains current magazines and newspapers and the paperback exchange rack. Smoking is permitted in this area. Recent best sellers are located in a comfortable reading lounge under the skylight.

Most items in the LRC are checked out and returned at the Circulation Desk including the Reserve Books. It is necessary to present an ID card when checking out materials. Further rules and regulations are described in the LRC Guide which may be picked up at either the Circulation Desk or the Reference Desk.

The Media/SIM Center has a staff on duty to provide help in using the equipment necessary to view or listen to the large non-print collection in the LRC. SIMs (Self-Instructional Modules), 16 mm. films, video cassettes and records are all shelved in this area as well as AV materials on reserve. SIM testing is also administered here. Computer terminals are situated in the Center as well as microfiche/microfilm reader-printers at 10 cents per page. Photocopy machines (5 cents per page) and microfiche and microfilm readers are found in other areas of the LRC.

A librarian is available at the Reference Desk or Serials Desk to offer assistance in using the library's resource or in locating other materials not available in the LRC collection through Interlibrary Loan, the Reciprocal Borrowing Program, the Illinois State Borrower's Card, or the Infopass Program. For more specialized information and assistance, ask for the Liaison Librarian assigned to each college.

Closed on Sunday

TECHNICAL SERVICES

Jean Singer	Head of Technical Services	2231
Mary Schellhorn	Media Cataloger	2226
Sue Burrington	Catalog Librarian	2223
Ann Glascoff	Documents Librarian	2233
Shannon Troy	Serials Librarian/HLD Liaison	2236

LRC Schedule

When Classes are in session:

Monday-Friday 8:30 A.M. - 11:00 P.M. Saturday 8:30 A.M. - 4:00 P.M.

When classes are not in session:

Monday-Friday 8:30 A.M. - 5:00 P.M.

ADMINISTRATION

Richard Vorwerk Dean of Instructional Services 2319

PUBLIC SERVICES

Barbara Smith	Acting head of Public Services	2337
Mimi Kaplan	Head of Reference/Materials Center	2543
Adlean Harris	Reference Librarian	2332
Kiyo Mori	Reference Librarian	2324
Kathy Malec	Reference Librarian	2333
Donna Barber	Media Librarian	2325
Paula Murphy	Media/Circulation Librarian	2325
Marty Armstrong	Circulation Librarian/EAG Liaison	2329
Joe Meredith	Archivist/CCS Liaison	2222

2 HOUR RESERVE

INSTRUCTOR:

Child Care

The GSU Child Care Center is professionally staffed and equipped to provide quality care for 3—12 year-old children of the community. We strive to promote each child's physical, social, intellectual, emotional, and creative growth while providing a warm and accepting atmosphere in which quality education and care can be provided.

The curricula offered at the Center includes the following types of child-oriented experiential activities:

- LANGUAGE ARTS
- DRAMATIC PLAY
- MUSIC and RHYTHM
- CREATIVE ART and HANDICRAFTS
- SCIENCE



We play at GSU

- MATHEMATICS
- BLOCKS, PUZZLES, GAMES
- HOMEWORK — TUTORING
- OUTDOOR RECREATION

BASIC DAILY SCHEDULE

MONDAY - FRIDAY

8:00am	Center opens
10:00am	Morning snack
11:30am	Lunch
12:15-2:00pm	Rest
4:15pm	Snack
5:30pm	End of full time day

In September, we will remain open, if the need arises until 11:00pm.

The Center is closed Saturday, Sunday and the following holidays: Thanksgiving, Christmas Eve and Day, New Years Eve and Day, Memorial Day, Independence Day and Labor Day.

ENROLLMENT PLANS...We're Flexible

FULL-TIME

8:00am - 5:30pm Monday - Friday
Hot lunch and snacks provided.

PART-TIME

30 hours per week: 4 days per week
Hot lunch and snacks provided.

DROP-IN

Please call Center for space confirmation before dropping off children.

8:00am - 4:30pm; Monday - Friday

Snacks provided — Please pack lunch if needed.

If your child will not be in; please call the Center to notify us that the child will be absent. We are open for calls regarding schedule changes every morning before 8:00 a.m. All bills must be paid to the Center in advance.

FEES

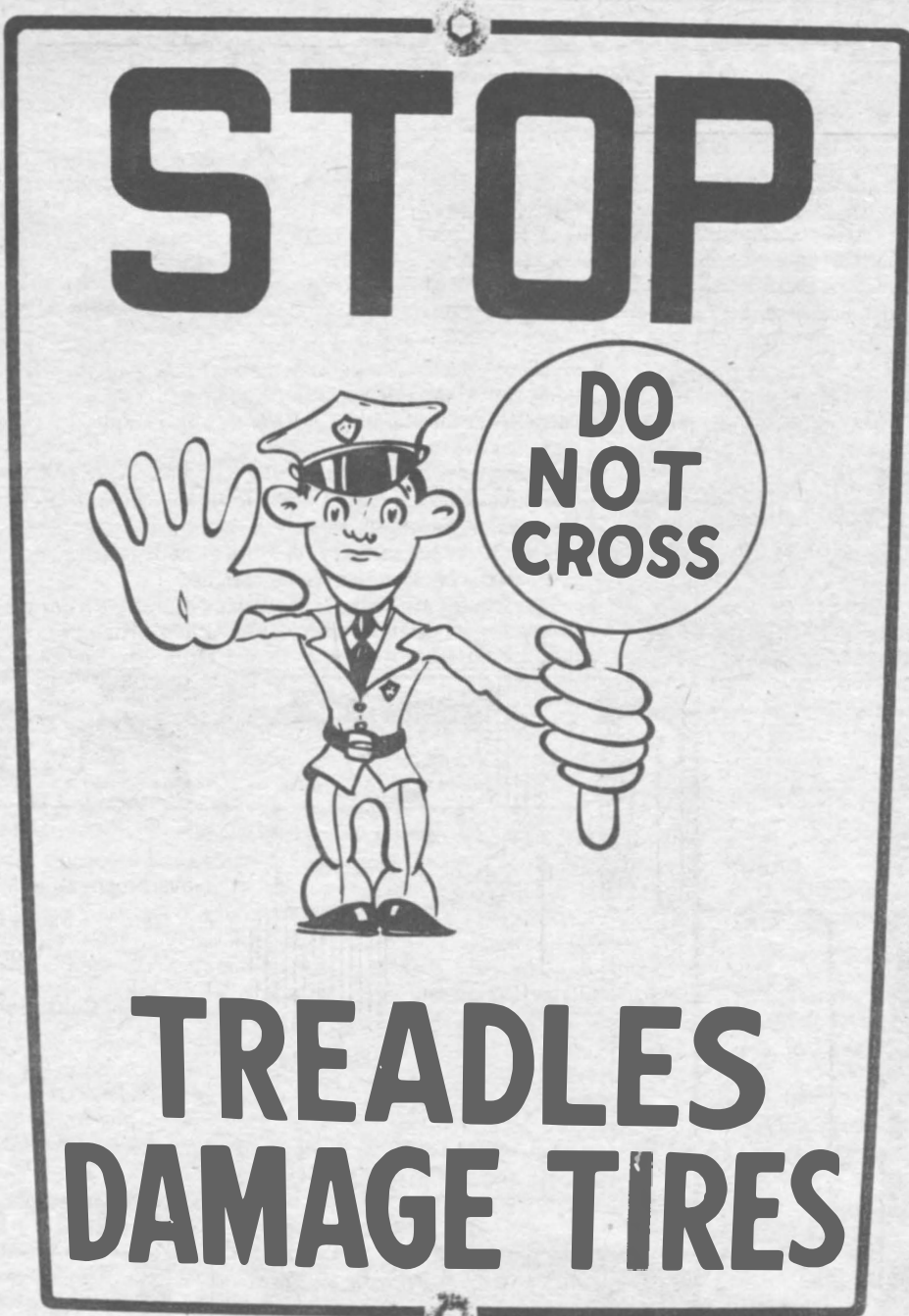
Fees are placed on a sliding scale according to income and individual family circumstance. If a parent is unable to pay the established fee, a petition may be presented to the Center asking for a reduction in keeping with ability to pay. REDUCTION IN FEES FOR MORE THAN ONE ENROLLMENT PER FAMILY.

FULL-TIME:	Includes hot lunch and snacks
Gross total income under \$7,000	\$20/week
Gross total income \$7,000—\$14,000	\$25/week
Gross total income over \$14,000	\$30/week

PART-TIME:	Includes hot lunch and snacks
Gross total income under \$7,000	\$13/week
Gross total income \$7,000—\$14,000	\$16/week
Gross total income over \$14,000	\$20/week

DROP-IN Includes snacks

75 cents/hour



We plant at GSU

Description of the University Advocate Program at GSU

The University Advocate Program is an auxiliary service program which contributes to the spectrum of avenues from which University-related persons may receive relief when they are aggrieved. The University Advocate is an independent agent with investigatory, mediatory, and recommending powers. The Office was established to facilitate the discreet and confidential resolution of grievances of students and other University-related persons. A major area of concern are situations involving perceived unfair treatment from a University unit or a member of the University community.

The University Advocate reports to and is responsible only

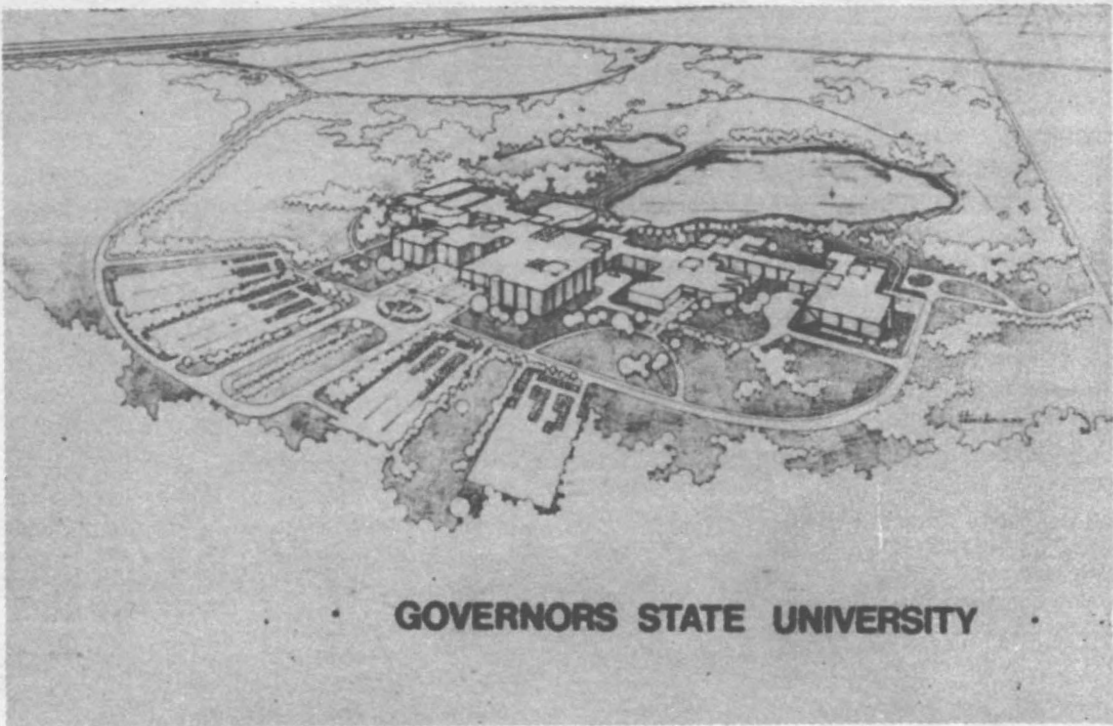
Implementation of the Program

1. Complaints should be registered on an uncomplicated standardized form by the individual involved.

2. When other appropriate University avenues and offices have not previously been contacted, the individual will be referred to them for satisfaction.

3. If satisfaction is not received, the individual may return to the University Advocate's Office for assistance. The Advocate supplements, rather than supplants the normal avenues and modes of redress.

4. If other appropriate avenues have been attempted, and the Advocate decides the complaint merits his investigation, and



to the President of the University and the individual whose cause is being presented. The Advocate pleads, argues, defends, or supports the cause of any University-related citizen, and may recommend adjudicatory action or policy changes. The Advocate does not make, overrule, or control University policy and actions. The basic functions of the University Advocate are:

1. The promotion of the University and its mandates and objectives.
2. The facilitation of communication.
3. The acceptance and handling of proper and justifiable cases.
4. The conduct of appropriate and discreet investigation.
5. The referring of grievants to other channels when deemed necessary.
6. The making of general and/or specific recommendations to individuals, organizations, offices, units, the University Assembly, and ultimately to the President.

It is the mission of the Advocate to work to insure the establishment and equitable application of fair institutional policies and practices. The Office of the University Advocate is created to unobtrusively handle grievances emerging from University-related policies, practices and/or persons. Therefore the University Advocate shall discreetly and confidentially investigate complaints, and grievances of any individual problem or grievance. The University Advocate consistent with this mission shall identify improper, discriminatory conflicting, or inneded policies and practices and make recommendation to various and appropriate University units and personnel.

relates to University business, action on the complaint will begin as soon as possible.

5. Generally, cases will be handled in the order in which they are received.

6. The grievant will be asked what relief is sought, and whether or not he wishes his name to be used.

7. The Advocate will have access to any University records pertinent to the case, given the permission of the parties involved. The Advocate's records are privileged and private.

8. When no remedy is found, the Advocate will report the complaint directly to the President along with any recommendation he may wish to make.

9. In all cases, the grievant will be notified of action taken. A private or public statement may be made. A writte record of all cases will be kept.

10. A semi-annual report will be submitted by the Advocate to the President and the University Advocate Advisory Committee.

The Office

The personnel of the University Advocate's Office consists of the University Advocate, the Head Secretary, and two (2) student assistants. The University Advocate has formal degrees in Social Science (Political Science Emphasis), Spanish, and Educational Administration and Supervision. Paul Hill also possesses the doctorate of philosophy degree in Guidance and Psychological Services. Kim Mason, who has been with the office for approximately two years, is Head Secretary. She came to the Office with considerable college training and work experience with industrial and commercial agencies. Her most recent position was with a com-



munity-based health services center. In addition to managing the clerical aspects of the Office, she maintains the Office's files and enforces the Office's policy of confidentiality. Assisting the

University Advocate and the Head Secretary with office coverage, research, and general office duties are the two student assistants, Colette Thomas and Nina Graham.

The Office is characterized by openness, warmth, informality, and confidentiality. It is located right of the entrance to the Admissions area. Hours are from 8:30 am to 5:00 pm (exceptions for emergencies only.)

Five Federal Financial Aid Programs..

FIVE FEDERAL FINANCIAL AID PROGRAMS

The U.S. Office of Education supports the five programs of student assistance described here. They are BASIC EDUCATIONAL OPPORTUNITY GRANTS, SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS, COLLEGE WORK-STUDY, NATIONAL DIRECT STUDENT LOANS, and GUARANTEED STUDENT LOANS.

If you are enrolled or accepted for enrollment in an approved postsecondary educational institution (college or university, vocational school, technical school, or hospital school of nursing) and are a citizen or permanent resident of the United States, you are eligible to apply for assistance under these programs. Remember—grants are gifts but loans must be repaid.

There are many more sources of aid for students. Some are sponsored by the Federal Government, others by States, localities, businesses, organizations, individuals, associations, and other private sources. To find out what they are, get in touch with the financial aid officer at your school. He can provide your best information about student assistance at the school he represents.

The BASIC EDUCATIONAL OPPORTUNITY GRANT PROGRAM (Basic Grants) makes funds available to eligible students attending approved COLLEGES, COMMUNITY/JUNIOR COLLEGES, VOCATIONAL SCHOOLS, TECHNICAL INSTITUTES, HOSPITAL SCHOOLS OF NURSING, and other post-high school institutions.

In academic year 1975-76, you may apply for a Basic Grant if you did not attend a postsecondary school before April 1, 1973.

To APPLY for a Basic Grant, you must complete a form called "APPLICATION FOR DETERMINATION OF BASIC GRANT ELIGIBILITY".

You may get copies of the application from POST-SECONDARY EDUCATIONAL INSTITUTIONS, HIGH SCHOOLS, TALENT SEARCH, UPWARD BOUND PROJECTS, and PUBLIC LIBRARIES, or by writing to P.O. Box 84, Washington, D.C. 20044.

Send the completed form in accordance with the instructions on the application. Within four weeks you will receive a notification of your eligibility.

SUBMIT the Notification to your SCHOOL which will calculate the AMOUNT of the Basic Grant you are ELIGIBLE to receive. (You may submit the Notification to more than one school.) The amount of your award will be based on your determination of eligibility, the cost of attendance to your school, and a payment schedule issued to all approved educational institutions by the U.S. Office of Education.

The NATIONAL DIRECT STUDENT LOAN (NDSL) PROGRAM is for students who are enrolled at least half-time in a participating postsecondary institution and who NEED a loan to meet their educational expenses.

You may borrow up to a total of: (a) \$2,500 if you are enrolled in a vocational program or if you have completed less than two years of a program leading to a bachelor's degree; (b) \$5,000 if you are an UNDERGRADUATE student who has already COMPLETED 2 YEARS of study toward a bachelor's degree. (This total INCLUDES any amount you borrowed under NDSL for your first two years of study); (c) \$10,000 for GRADUATE study. (This total INCLUDES any amount you borrowed under NDSL for your undergraduate study.)

REPAYMENT begins 9 months after you graduate or leave school for other reasons. You may be allowed up to 10 years to pay back the loan. During the repayment period you will be charged 3 percent interest on the unpaid balance of the loan principal.

No payments are required for up to three years while you serve in the Armed Forces, Peace Corps, or VISTA.

APPLY THROUGH THE FINANCIAL AID OFFICER AT YOUR SCHOOL. He can also tell you about loan CANCELLATION PROVISIONS for borrowers who go into certain fields of teaching or specified military duty.

The SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG) PROGRAM is for students of EXCEPTIONAL FINANCIAL NEED who without the grant would be unable to continue their education.

You are eligible to apply if you are enrolled at least half-time as an UNDERGRADUATE or PROFESSIONAL student in an educational institution participating in the program. Graduate students are not eligible.

If you receive an SEOG, it cannot be less than \$200 or more than \$1,500 a year. Normally, an SEOG may be received for up to four years. However, the grant may be received for five years when the course of study requires the extra time. The total that may be awarded is \$4,000 for a four year course of study or \$5,000 for a five year course.

If you are selected for an SEOG, your educational institution must provide you with ADDITIONAL FINANCIAL ASSISTANCE at least equal to the amount of the grant.

APPLY THROUGH YOUR FINANCIAL AID OFFICER. He is responsible for determining who will receive an SEOG and the amount.

The COLLEGE WORK-STUDY (CWS) PROGRAM provides jobs for students who have great financial NEED and who must EARN a part of their educational expenses. You may apply if you are enrolled at least half-time as a GRADUATE, UNDERGRADUATE, or PROFESSIONAL student in an approved postsecondary educational institution.

The educational institution which participates in College Work-Study arranges jobs on campus or off campus with a public or private nonprofit agency, such as a hospital. If you are found to be eligible, you may be employed for as many as 40 hours a week.

In arranging a job and determining how many hours a week you may work under this program, the financial aid officer will take into account: (1) your NEED for financial assistance; (2) your CLASS SCHEDULE; and (3) your HEALTH and ACADEMIC PROGRESS. In general, the salary you receive is at least equal to the current minimum wage and may be as much as \$3.50 an hour, depending on the job and your qualifications.

APPLY THROUGH THE FINANCIAL AID OFFICER AT YOUR SCHOOL. He is responsible for determining your eligibility and arranging the job.

The GUARANTEED STUDENT LOAN PROGRAM enables you to borrow directly from a bank, credit union, savings and loan association, or other participating lender who is willing to make the educational loan to you. The loan is guaranteed by a State or private nonprofit agency or insured by the Federal Government.

You may APPLY for a loan if you are enrolled or have been accepted for enrollment at least half-time in an eligible COLLEGE or UNIVERSITY, a SCHOOL OF NURSING, or a VOCATIONAL, TECHNICAL, TRADE, BUSINESS, or HOME STUDY SCHOOL. You do not need a high school diploma in order to borrow.

The MAXIMUM you may borrow is \$2,500 a year (in some States it is less). Your INTEREST cannot be more than 7 percent.

The TOTAL amount you may borrow for undergraduate or vocational study is \$7,500. The total is \$10,000 for graduate study alone or in combination with undergraduate study.

Many students are eligible for Federal Interest Benefits. If you qualify for these benefits, the Federal Government will pay the interest for you until you must begin repaying the loan.

(1) If your adjusted family income is less than \$15,000, you automatically qualify for the interest subsidy on loans up to \$2,000 per academic year.

(2) If your adjusted family income is less than \$15,000 and you wish to apply for the interest subsidy on a loan that is larger than \$2,000, you must submit to the lender a RECOMMENDATION from your school. The recommendation is based on an analysis of your need.*

(3) If your adjusted family income is \$15,000 or more and you wish to apply for the interest subsidy on a loan of any amount, you must submit to the lender a RECOMMENDATION from your school, based on an analysis of your need.*

*Through an "analysis of your need" the school determines how much money you actually need to continue your education. It takes into account the cost of your education and your family's ability to pay for it.

All borrowers must submit an AFFIDAVIT that the loan will be used only for educational purposes. It must be signed before a notary or other person authorized to administer oaths.

Housing Information

PARK FOREST MANAGEMENT AGENCY
15 Fir Street
Park Forest, Illinois 60466
748-6008

RIGHTON SQUARE MANAGEMENT COMPANY
22509 Jackson Ct.
Richton Park, Illinois
481-6220

** BURNHAM OAKS APARTMENT HOMES
co Park Forest S. Developers Inc.
527 Exchange Ave.
Park Forest South, Ill 60466
534-6501

CARRIAGE CREEK APARTMENTS
Orco Realty Corp. 3700 Sauk Trail
Richton Park, Ill 60471
747-8300

EDGEWOOD APARTMENTS
Steger Road
Steger, Illinois
755-3740

FOREST HILLS APARTMENTS
23433 South Western
Park Forest, Ill 60466
748-5242

** ARBOR TRAILS
119 Sycamore Drive
Park Forest, Ill 60466
481-4153

LIONCREST TOWERS
3901 Tower Drive
Richton Park, Ill 60471
481-7200

1 bedroom - \$151 upstairs - \$153 downstairs
2 bedroom - \$184 - \$186
3 bedroom - \$212 - \$220 - \$233

1 bedroom - \$195 - \$205
2 bedroom - \$239.50 - \$247.50

FIVE STORY
1 bedroom - \$205
2 bedroom - \$235 (2 bath)

1 bedroom - \$185 - \$220
2 bedroom - \$205 - \$275

Studio - \$135 - \$145
1 bedroom - \$165 - \$175
2 bedroom - \$190 - \$200
3 bedroom - \$225 - \$240

1 bedroom - \$215
2 bedroom - \$255

Studio - \$167.50
1 bedroom - \$195
2 bedroom - \$247
3 bedroom - \$320 (townhouse)

1 bedroom - \$205 & up
2 bedroom - \$224 (2 bath) & up
2 bedroom - \$238 (2 bath & dining) & up

The Big Payback

The LOAN MUST BE REPAYED. Payments begin between 9 and 12 months after you graduate or leave school and you may be allowed to take up to 10 years to pay it off. The AMOUNT of your payments depends upon the size of your DEBT; but you must pay at least \$360 a year.

You do not have to make payments for up to 3 years while you serve in the Armed Forces, Peace Corps, or VISTA (which has been expanded to include certain other programs, such as University Year for ACTION, ACTION Cooperative Volunteer Programs, Volunteers in Justice, and Program for Local Service). In addition, deferment is available for any time you return to full-time study at an eligible institution.

Information and application forms are available from schools, lenders, State Guarantee Agencies, and Regional Offices of the U.S. Office of Education.

ADDRESSES of State Guarantee Agencies and Regional Offices of the U.S. Office of Education follow. PLEASE USE THE ADDRESS LISTED FOR YOUR STATE OF RESIDENCE.

The GSU Quickie; our answer to many tastes

The process of providing food services to a burgeoning, new, commuter institution is a touchy business. Essentially, it means trying to satisfy the erratic appetites of people caught-up in the "Pepsi Generation"—every thing is on the go! Among them are the health food activist, The vegetarians, the weight watchers, and just the plain ol' finicky eaters.

Not a day goes by that food services director, Frank Grebas does not hear some kind of complaint.

If there are 250 seats there are 250 opinions on how and what to serve he said.

"It's the same ol' story, "your're damned if you do and damned if you don't. After 16 years in the business, you develop a kind of tact", "he said.

"You try to please those that it makes a difference to. It's part of my job to know the difference" he added.

Aside from the Normal duties special occasion a GSU. He has laid out some "top Flight" spreads for faculty and VP's. He has provided services for all student functions held here.

Frank attributes a lot of his success to his first rate Cook Marge Barber. She has been with him now for over five years.

Marge said she has prepared food for some of the "big boys,"

among them Ralph Metcalf.

Recently she did a successful wedding dinner for the son of the owner of Sara Lee Bakeries. She has been chief cook at Morton's Restaurant in Chicago for five years. She worked at Eddies and Arnolds on 91st Street where you had to have a key to get in.

Interestingly enough, Marge is perhaps the only employee at GSU who comes in at the wee small hours of the morning, and is here until the job is done. (Around 3:00 p.m.).

For those who suffer from arthritis, Marg has her own special down Home remedy, Marijuana mixed with rubbing alcohol. No you don't drink it? you rub it on sore joints.

Frank says that the biggest problem the cafeteria runs into is the disappearance of serving utensils, particularly yellow trays. If there are any laying about, he said, he would appreciate the cooperation of every one in seeing that they are returned.

For those who eat for "better health" you might be interested to know that no food is brought in cans. Everything is fresh or bought frozen. Even the soup is home made.

He adds that for your convenience the cafeteria has a "salad bar" and a dollar daily special instituted over a year



A sample of the service

ago. And that since July of 1975 there has not been a price increase in the cafeteria.

Frank says, "did you know you can get a double-meat ham-

burger, fries, and coke for \$1.00 plus tax under a new program called "the GSU quickie?" He said they haven't sold a billion yet but urges everyone to help

sell at least a "million" Frank is open for suggestions on how to improve service.

BLACK & WHITE DISCO BASH

Jimmy D's

Sept. 23, 1976

FOOD SERVED

**one drink
chicken
roast beef gyro**

MUSIC

**\$2.00 student
4.00 community**

**GEMINI, SCORPIO
AFFAIR**

Mr. & Mrs. Frank Grebas

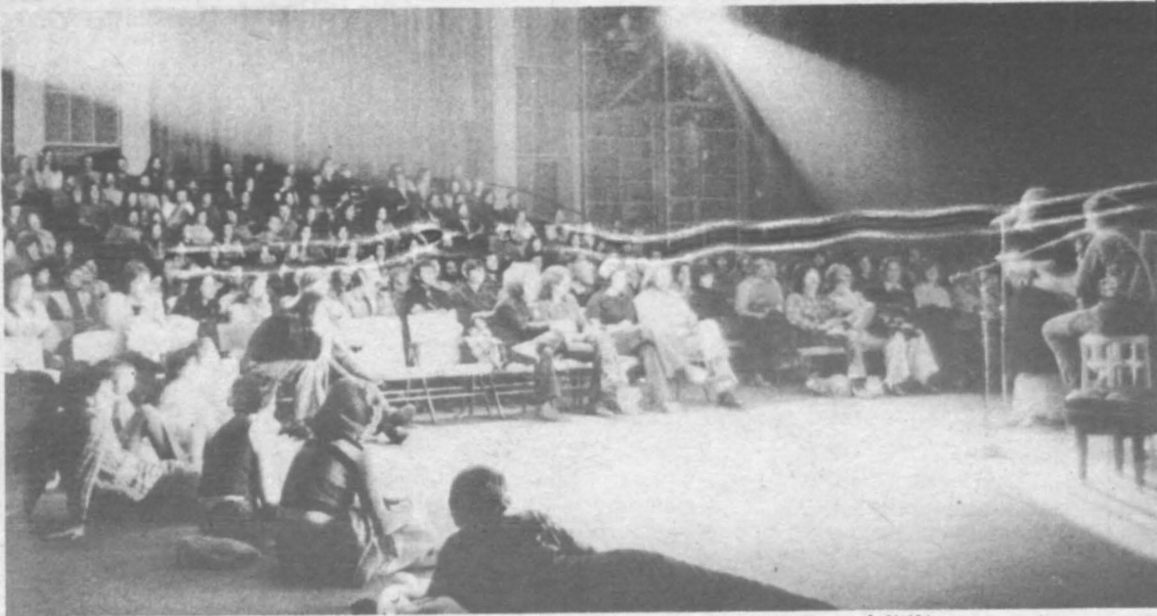


Marge Barber - the chief cook.



The crew





A GSU concert with Kolak

ATTENTION STUDENTS

Central duplicating, located in the central receiving building provides reproduction facilities to Governors State Colleges, faculty, students and support units.

Services include: **Duplicating**

For - Module Materials

- Resumes
- Forms
- Notices
- Newsletters
- Flyers

Offset Printing

For - One/Two Color

- Newsletters
- Envelopes
- Letterheads
- Brochures
- Multiple Part Forms

Collateral Services

- Collating
- Stapling
- Padding
- Drilling
- Book Binding
- Saddle Stitching
- Folding
- Cutting
- Photo Stats

For additional information: Call Extension 2191 or 2192

Veterans



John Heinz

Vets are Very Important People here at GSU. Over 900 are now part of our student community. We'd like to make your stay with us as productive and pleasant as possible.

The Officers of Veterans' Affairs operates in conjunction with the Office of Student Services, acting as liaison between vets and governmental agencies concerned with educational benefits for you. So the O.V.A. should be one of your very first contacts at GSU.

The GSU Office of Veterans' Affairs can help:

***Plan your future**

***Answer questions about VA educational opportunities**

Here are a few of the many areas where we can assist:

Check Problems

VA Educational Loans

Dependent Changes

Certification of Enrollment

School Transfers

Program Changes

Address Changes

Military Scholarships

Tutorial Assistance

VA Work-Study Program

Our Counselors are experienced vets familiar with all the problems of student veterans.

Office of Veteran Affairs...Leo Kelly

Veterans' Training and Education Representative... John Heinz

Instructional Communications Center (ICC).

ICC is the place to check out all types of instructional material such as projectors, tape recorders, televisions, recordings and playback equipment. ICC also produces films, graphics, audio recordings, photography video recordings.

ICC is open from 8:30 a.m. to 5 p.m. Monday through Friday.

Equipment distribution is from 8:30 a.m. to 10:30 p.m. Monday through Friday and 9 a.m. to 2 p.m. Saturday. Ext. 2299.

As of September 1, 1976, no item may be checked without presentation of at least two of the following:

1. Student I.D. card
2. Social Security Card
3. Drivers License
4. Proof of address other than drivers license

Thank you for your cooperation.
Equipment Distribution Staff
I.C.C.



CBI trains anyone

To the Students of Governors State University:

All Governors State University students who are carrying six* or more units are provided a plan of Major Medical Coverage for accident and illness. The services covered under this plan with the Guarantee Trust Life Insurance Company are described in this brochure.

The standard insurance fee is assessed all full-time students. However, those students who can produce evidence of equivalent coverage may apply for a refund of this fee by contacting the University Health Service. Governors State University Health Service
*Inclusion is optional for students carrying five units.

Student Services, as other support units, address needs and problems of the student body that are not the primary responsibilities of the collegial units. The specific needs of students met by Student Services are as follows: counseling and psychological services, health services, student activities, testing, veteran affairs, child development center and outdoor recreation. In addition, the unit issues GSU identification cards and assists in the transportation to and from the ICG station.

Deadline Date

Aug. 24-76
Sept. 7-76
Sept. 21-76
Oct. 5-76
Oct. 19-76
Nov. 2-76
Nov. 16-76
Nov. 30-76
Dec. 14-76

Publishing Dates

Aug. 30-76
Sept. 13-76
Sept. 27-76
Oct. 11-76
Oct. 25-76
Nov. 8-76
Nov. 22-76
Dec. 6-76
Dec. 20-76



*Classes: Oct. 6, 7, 9 - 1976
10 weeks -- \$50.00

*Time: 7:30 - 9:00 pm.
* "closed circuit Meditation"

* - Program -

7:30-8:00 --- Review
8:00-8:30 --- Trance
-discussion-

*Registration deadline:
Sept. 22 1976
late reg. fee \$5.00

*18044 Martin st. Homewood Ill.

*Phone: 312-798-3335 for info.

New Words

GSU is another kind of university—so GSU uses another kind of terminology. The new terms create an environment that is individualized, has a dynamic and changing equality, and allows for maximum personal growth. We think our environment is responsive to the educational needs of the many publics that make up our community.

AREA OF EMPHASIS (AOE) - A concentration of related competencies within an Instructional Program. An Area of Emphasis differs from a traditional "department" in that it is defined by a specified list of competencies that students are expected to attain.

COLLEGE - The only academic division in the University. At the date of this report, there are four relatively autonomous colleges, each to be limited in size to approximately 1500 students. The absence of departments is intended to promote interdisciplinary studies within and between the colleges. Each college is defined in terms of a unique set of College-Level Objectives.

COMPETENCY - A behavior or pattern of behavior related to real world knowledge, skills, and/ or attitudes that the student will demonstrate he has acquired. The specificity and breadth of a competency statement depends on whether it is for an Instructional Program, Area of Emphasis, or Learning Module. Examples of competency statements on each level of specificity are contained in Appendix C.

COLLEGE-LEVEL OBJECTIVES - A general statement of objectives/ goals that have been derived from the Educational Planning Guidelines, and that serve as parameters for curriculum development within the respective colleges. College-level Objectives for each of the four GSU Colleges are listed in Appendix B.

COORDINATOR - This is the term given to faculty members who are involved in instruction within a learning module. The term "coordinator" is used instead of "professor" or "instructor" and indicates the new role a faculty member assumes in the learning process at Governors State.

INSTRUCTIONAL SYSTEM - A set of learning experiences designed to enable a specified population to attain stated competencies. It is developed according to the instructional development process outlined in this ISP.

INTERCOLLEGIAL - The concept whereby students are encouraged to register for Learning Modules across Collegial Lines. The Educational Planning Guidelines state that faculty and students in different collegiate units will cooperatively plan, develop and execute learning experiences of this type.

INTERDISCIPLINARY - The concept of organization that prevails within the Colleges. This approach does not recognize the departmental system nor rank faculty according to academic discipline. The Educational Planning Guidelines refer to "interdisciplinary" as an emphasis on programs of study that encourages the synthesis of knowledge from the disciplines within a collegiate unit.

INTERDISCIPLINARY STUDIES CONTEXT (ISC) - In the College of Cultural Studies, this term is used synonymously with Instructional Program.

LEARNING MODULE - The Learning Module is a set of experiences which brings the student to the achievement of one or more specific and discrete competencies. Ideally, it is the smallest "package" of instructional strategies and materials in which all aspects of an individualized, performance-based, criterion referenced instructional model can be identified. Such a model will include instructional objectives, materials, and strategies for instruction and evaluation. A Learning Module will include topics or concepts belonging to a larger subject-matter context. A Learning Module at GSU, under current administrative procedures, will yield one or more GSU units of credit. (Learning Modules may include Self-Instructional Materials)

SELF-INSTRUCTIONAL MATERIALS (SIM) - A set of learning experiences designed to enable a specified population to attain stated competencies. They employ self-instructional strategies (under the guidance of a Coordinator) that enable students to learn through the use of pre-programmed materials and tests and that provides feedback as to whether or not the objectives are being met. The materials enable students to attain module competencies at their own pace, and at flexible times and places. (These materials may be part of a Learning Module)

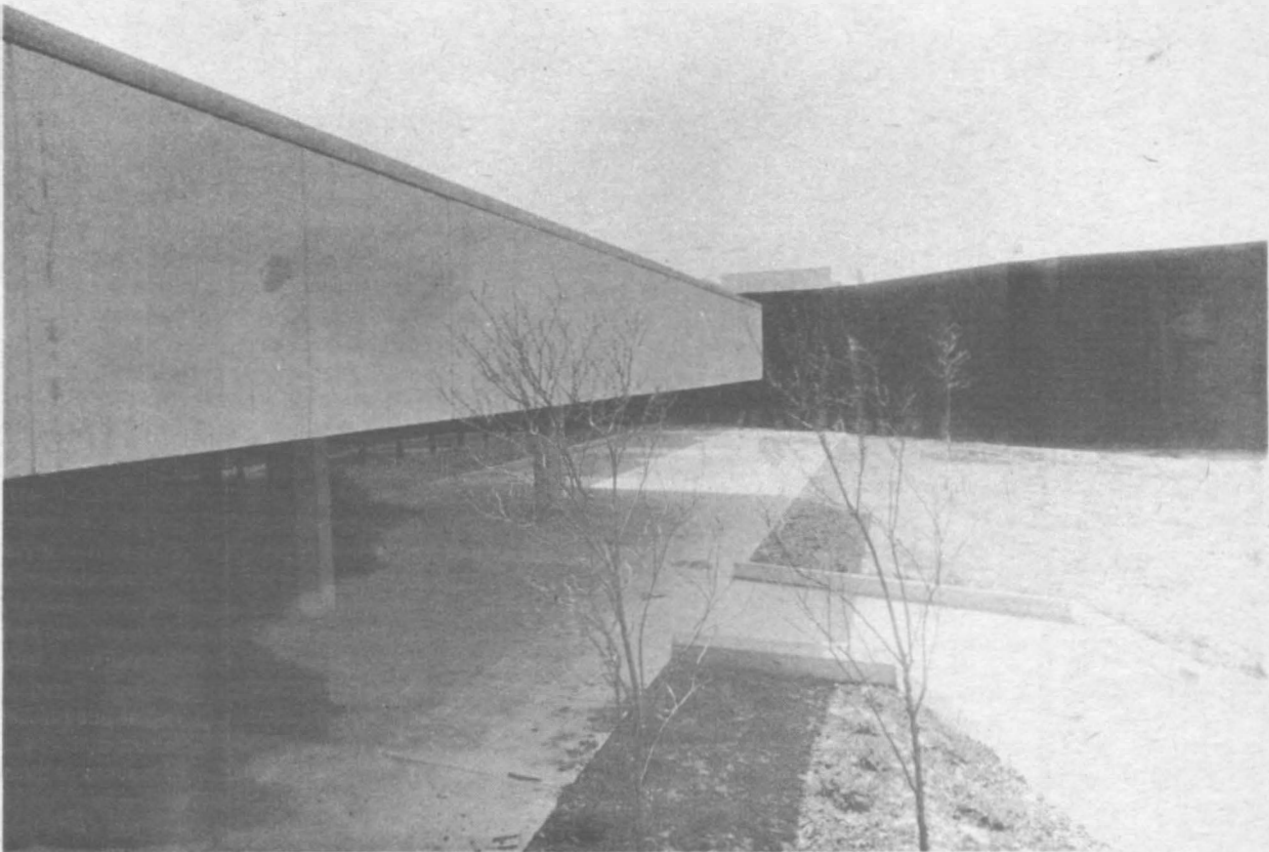
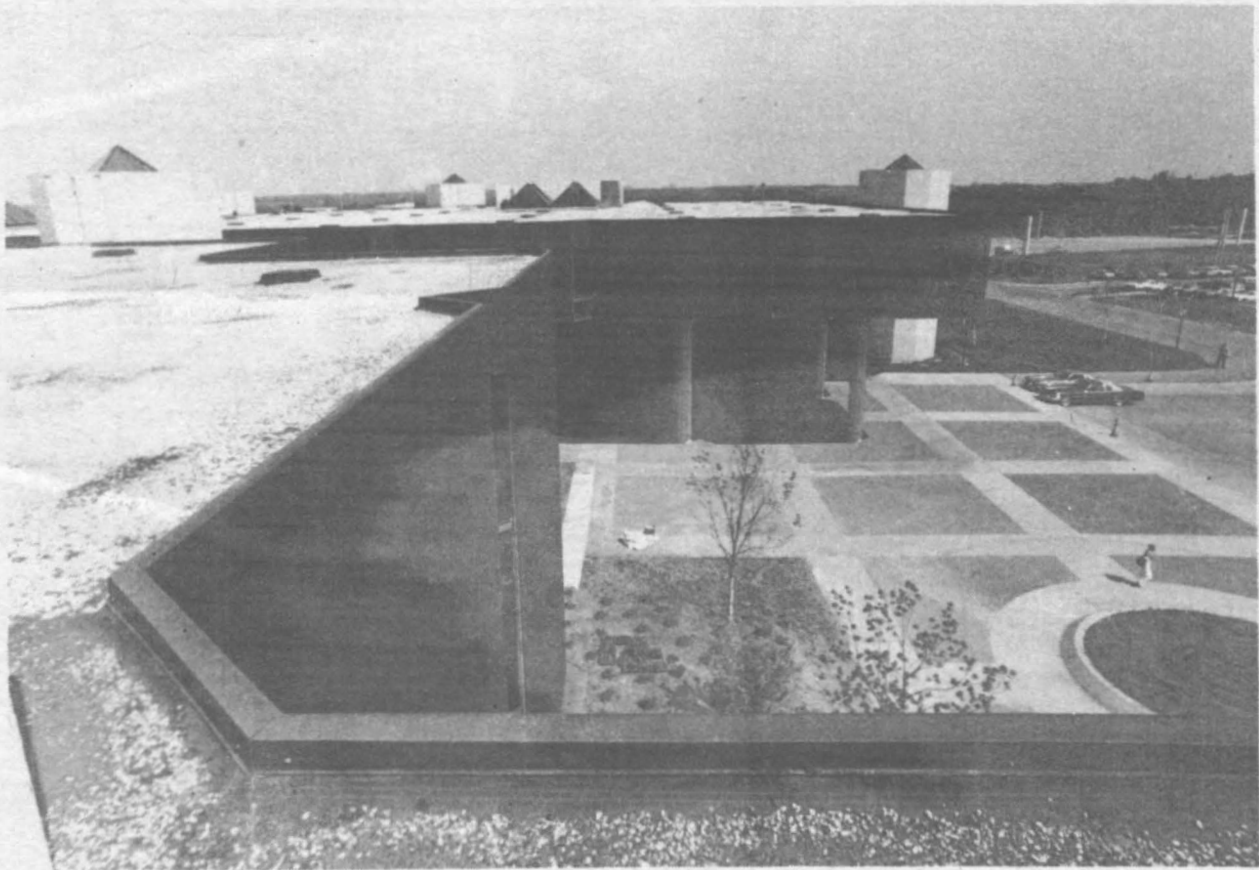


Photo by ICC



WHAT IS A SIM?

GSU serves a student body somewhat older than that of other universities. Job and family responsibilities limit the amount of time many students can spend on campus. In order to provide the widest number of learning opportunities for all, GSU offers many self-instructional courses which students complete at their own pace.

SIMS are self-instructional modules. Materials used in these self-paced, pre-programmed courses are housed in and managed by the MEDIA/SIM CENTER in the LEARNING RESOURCES CENTER.

Self-instruction at GSU was defined by the TASK FORCE ON SELF-INSTRUCTION on March 17, 1975 as follows:

"Sim: SELF-INSTRUCTIONAL MATERIALS — A set of learning experiences designed to enable a specified population to attain stated objectives. They employ self-instructional experiences (under the guidance of a Coordinator) that enable students to learn through the use of pre-programmed materials and tests and that provide feedback as to whether or not the objectives are being met. The materials enable students to attain module objectives at their own pace and at flexible times and places. (These materials may be part of a Learning Module.)

"SIs: SELF-INSTRUCTIONAL SYSTEM — A set of SIMs that (1) constitute a complete learning module (2) have been developed through the Instructional Development Process."

MATERIALS

All instructional materials for SIMs managed by the MEDIA/SIM CENTER are available at the Media Desk. This includes Student Guides and Topic Assignments as well as materials on reserve. Completed assignments and papers are collected at the Media Desk and held for Coordinators to evaluate.

ADDITIONAL INFORMATION

Other questions concerning SIM management services can be directed to any of the following persons:

David Ainsworth	ICC	extension 2209
Donna Barber	LRC	2325
Bob Wajda	ICC	2208

MEDIA/SIM CENTER STAFF

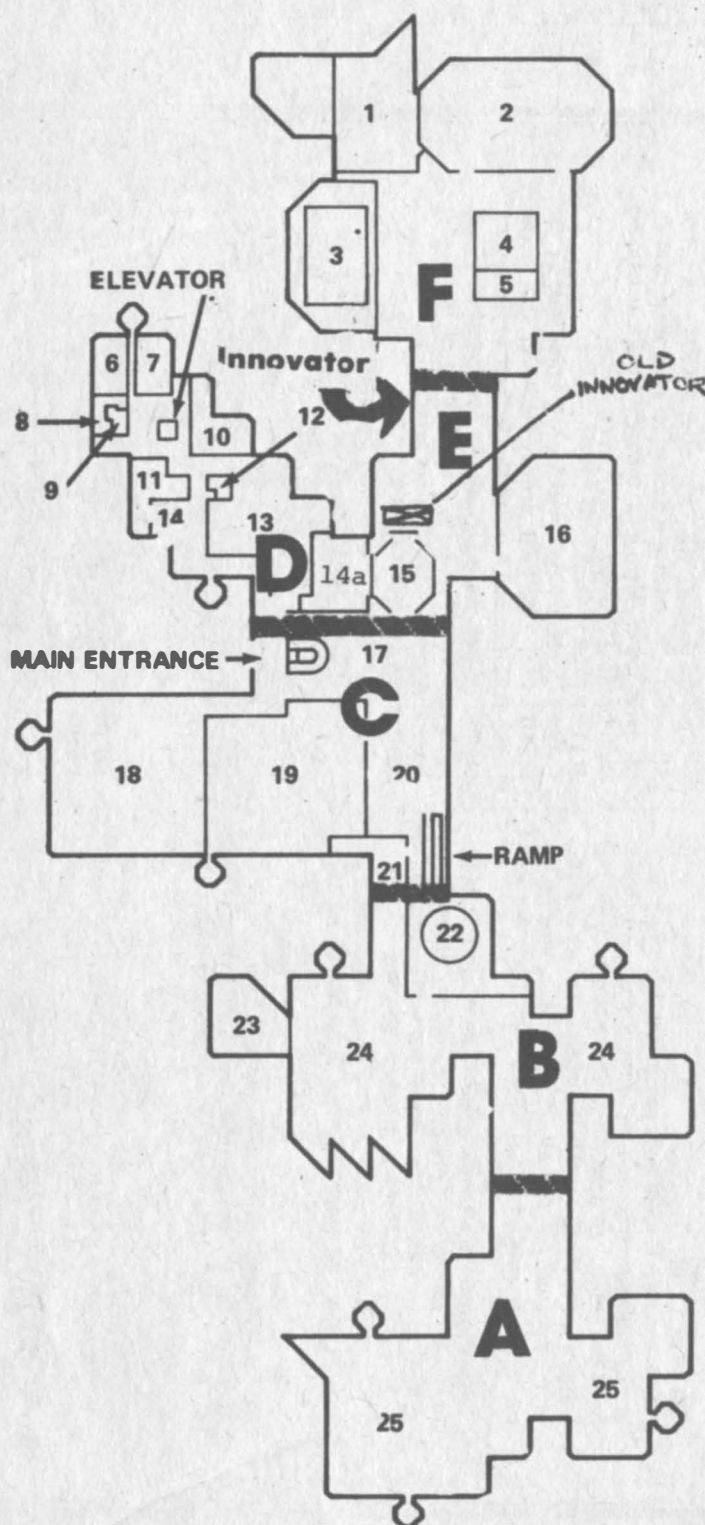
Donna Barber, Librarian	2325
Mark Hampton, Clerk	2326
Jean Kalwa, Clerk	2326
Delores Pryor, Computer Aide	2326

Innovator

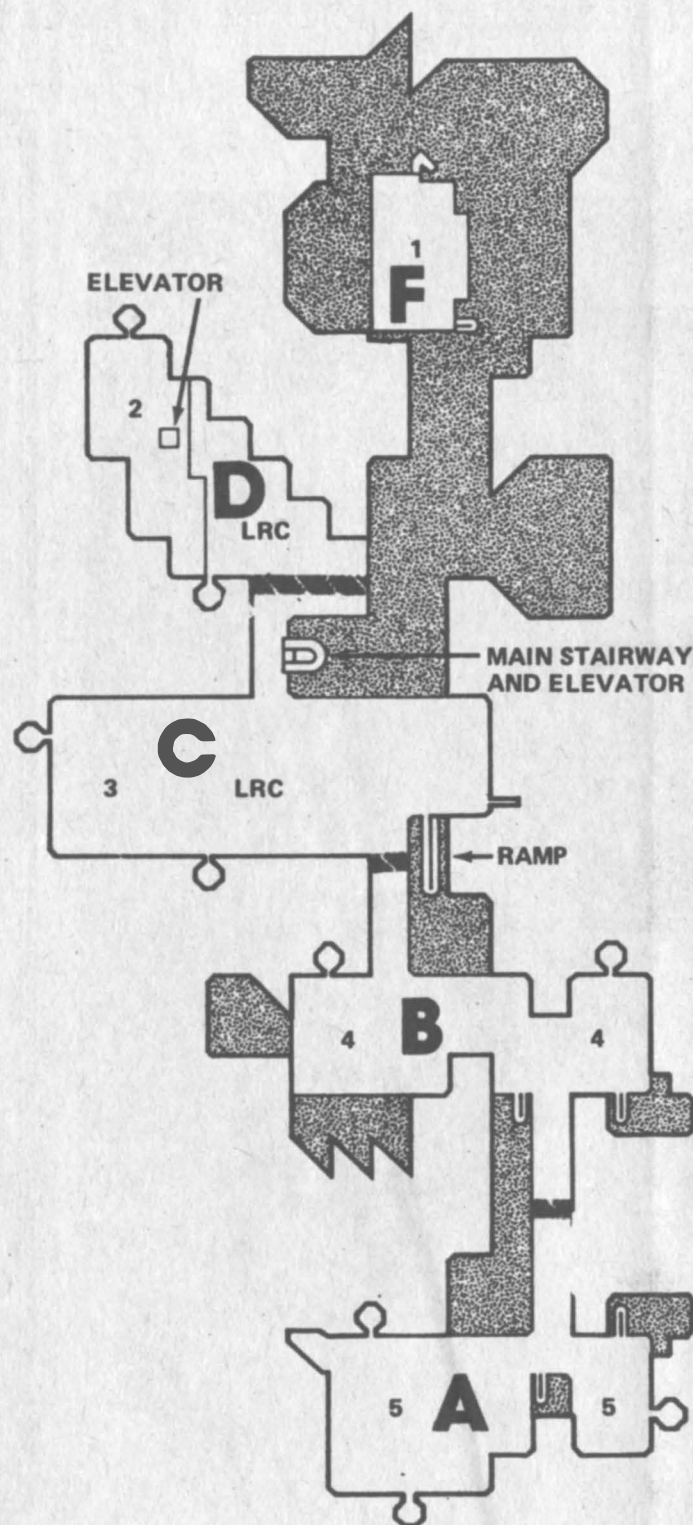
GOVERNORS STATE UNIVERSITY PARK FOREST SOUTH, ILL.

Directory

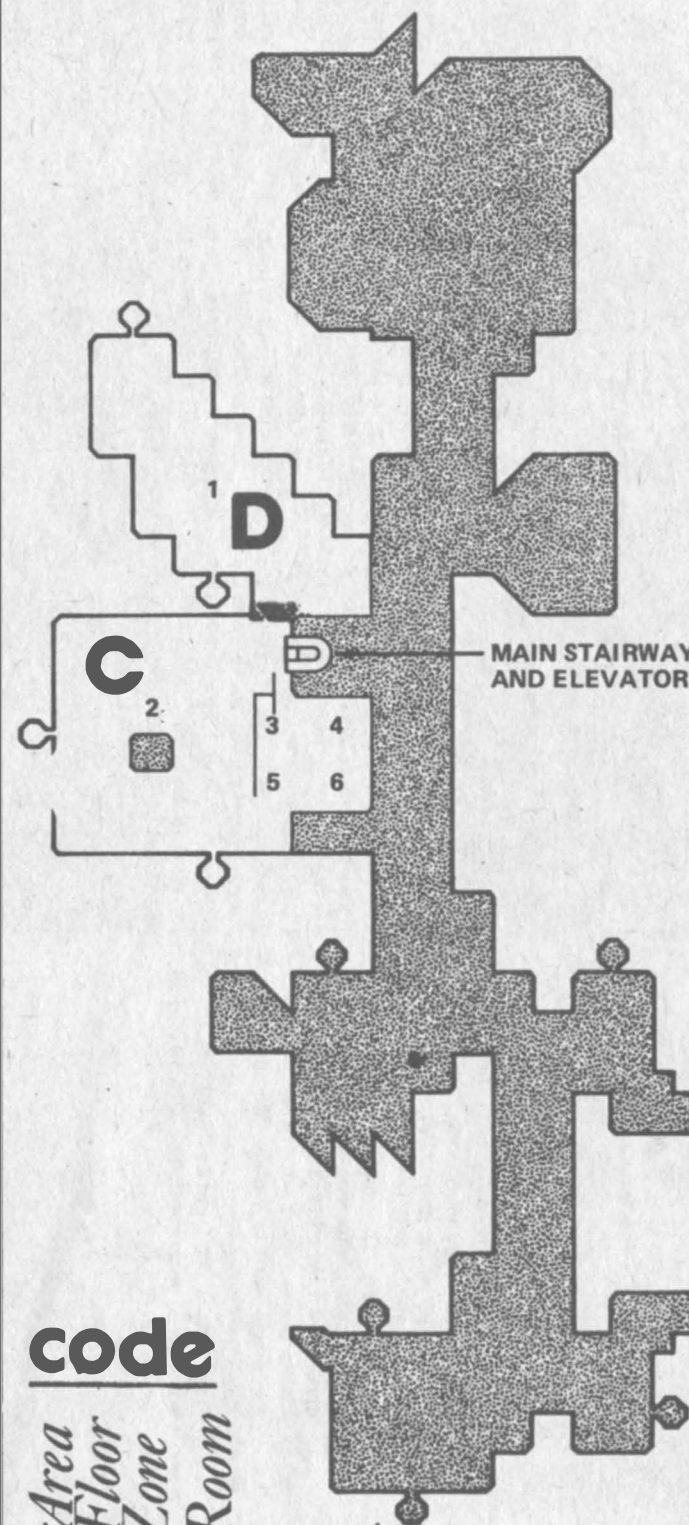
1st



2nd



3rd



code

Area
Floor
Zone
Room
D3304

Just in case you get lost

1st Floor

- 1 Boiler Room
- 2 Gymnasium
- 3 Swimming Pool
- 4 Multi-Purpose Room
- 5 Handball Court
- 6 Personnel Office
- 7 Central Duplicating
- 8 Department of Public Safety
- 9 Switchboard
- 10 Business Office
- 11 Nurse's Office
- 12 Cashier
- 13 Admissions & Records
- 13 Cooperative Education
- 13 Registrar
- 14 Financial Aids
- 14a Student Services
- 14 University Advocate
- 15 Community Conference Room
- 16 Drama Workshop
- 17 Hall of Governors
- 18 Instructional Communications Center
- 19 Kitchen
- 20 Cafeteria
- 21 Bookstore
- 22 Multi-Media Dome
- 23 Recital Hall
- 24 College of Cultural Studies
- 25 College of Environmental & Applied Sciences

2nd Floor

- 1 Recreative Studies
- 2 Computer Center *
- 3 Learning Resources Center
- 4 College of Cultural Studies
- 5 College of Environmental & Applied Sciences
- * Access via 1st floor elevator.

3rd Floor

- 1 College of Business & Public Service
- 2 College of Human Learning & Development
- 3 Communications
- 4 President's Office
- 5 Research & Innovation
- 6 Academic Affairs
- 6 Junior College Relations
- 6 University Vice Presidents



The Veterans Club of GSU held a Christmas Party Dec. 18 at the Ground Round Restaurant in Olympia Fields. More than 200 people attended the party, with Nebula providing the musical entertainment.

Veteran's Club President, Henry Barton III said, "The Vet's Club has been busy this past month: from December 1-10 we headed a toy drive for needy children and on December 24, from 12:00 - 5:00 we hosted a Senior Citizens and disabled veterans party. We are now in the process of organizing a basketball league for high schools and colleges. We have had a good year and it is my hope than more people will get involved with Vet's Club in the coming year. It is not necessary to be a veteran to participate."

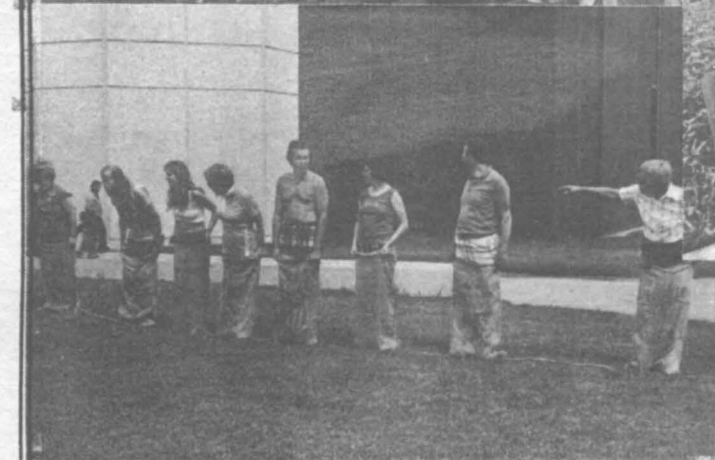
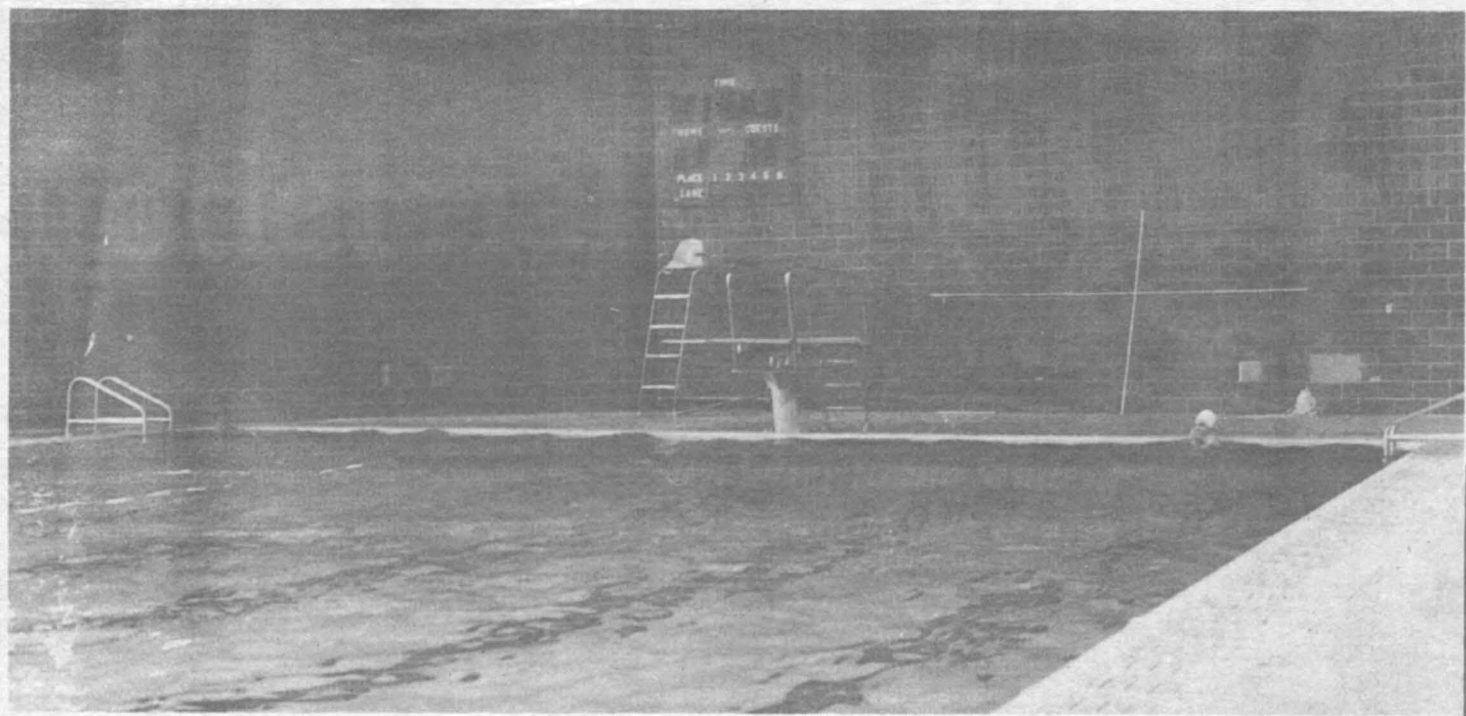


Jacob Liao



The Student Services Activities Committee sponsored a Christmas Potluck dinner on Dec. 16 in the Hall of Governors. Frankie Barnes, co-ordinator of student activities planned the event, which featured the Bradley-Bourbonnais High School Choir. The dinner was open to all students.





Governors State University



*We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time*

T.S. Eliot

1976

JANUARY

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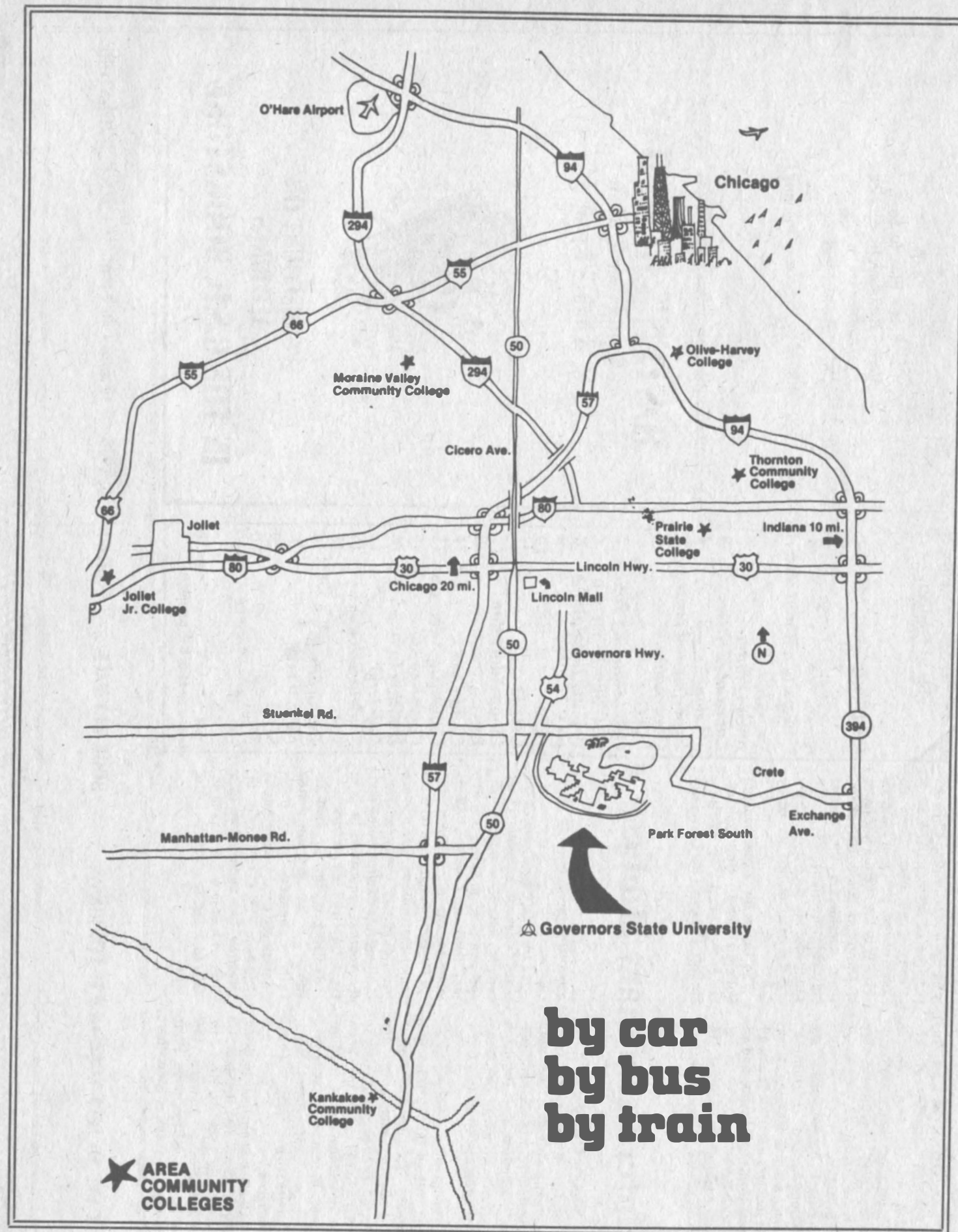
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We Welcome You to



GSU

*The Place to
Start
Something
Worth
Finishing*